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Part One – Institutional Support and Commitment to Continuous Improvement

1.1 Identity & Self-Assessment

1.1.1 History and Mission

Institutional History

The University of Detroit Mercy traces its roots to 1877, but came into existence as a distinct institution in 1990 as the result of the consolidation of two locally and nationally recognized Catholic institutions of higher education: the University of Detroit and Mercy College of Detroit. The consolidation was undertaken in an attempt to better serve the students of both institutions and the metropolitan Detroit community in general. It sought to strengthen both institutions by expanding academic offerings while eliminating the redundancies in their programs and administrative structures. The resulting institution manifests a strong commitment to academic excellence and combines the strengths of their educational traditions.

The University of Detroit was established in 1877 by the Society of Jesus (the Jesuits) with a commitment to liberal education and humanist values. What began as a small liberal arts college, expanded to include the College of Engineering in 1911, School of Law in 1912, College of Commerce and Finance in 1916, School of Dentistry in 1932, School of Architecture in 1964 and College of Education and Human Services in 1977. Mercy College of Detroit was founded in 1941 by the Religious Sisters of Mercy. Organized around a strong foundation in the liberal arts, its mission was to educate nurses and teachers to serve in the metropolitan and regional area. At the time of consolidation, Mercy College of Detroit had four academic divisions, offering 43 majors with 22 professional programs including Nursing, Physician Assistant and Addiction Studies programs.

The University of Detroit Mercy occupies three campuses. The McNichols Campus is located on a 70-acre site in the northwest section of the city and contains the undergraduate schools and colleges with their affiliated graduate programs, student dormitories, service buildings, main library, athletic and recreation centers, and the Jesuit residence. The School of Dentistry is housed in its own recently renovated facility in South West Detroit. The Riverfront Campus, located in downtown Detroit, houses the School of Law.

Today, the University of Detroit Mercy is Michigan's largest comprehensive, independent four-year institution with an enrollment of approximately 5,000 students in seven schools and colleges. These students participate in undergraduate programs in architecture, business, education, nursing, allied health, engineering, liberal arts and sciences; graduate programs in the School of Architecture, Colleges of Business Administration, Engineering and Science, Liberal Arts and the College of Health Professions and McAuley School of Nursing; and professional programs in dentistry and law.

The Mission and Vision statement of the University of Detroit Mercy is based upon the Foundation Statement. The Foundation Statement of the University of Detroit Mercy highlights the traditions of the founding institutions that flow into and energize the university as it faces the challenges of the 21st century. The Foundation Statement is:

The University mission evolved from the educational traditions of its sponsors, the Sisters of Mercy and the Society of Jesus. These Catholic traditions emphasize concern for the dignity of the person and for the common good of the world community. The Society of Jesus (Jesuits) founded the University of Detroit in 1877. The Sisters of Mercy, Province of Detroit, founded Mercy College of Detroit in 1941. Together these religious congregations created a partnership in higher

education to establish the University of Detroit Mercy in 1990. Each religious congregation brings its spirit to the mission of the University. This spirit includes commitment to quality education, the service of faith and promotion of justice, and compassionate service to persons in need.

The Mission Statement, approved by the Board of Trustees in 1999, concisely links the Foundation Statement to the purposes of the University:

The University of Detroit Mercy, a Catholic university in the Jesuit and Mercy traditions, exists to provide excellent student-centered undergraduate and graduate education in an urban context. A UDM education seeks to integrate the intellectual, spiritual, ethical and social development of students.

The Vision Statement articulates what the University will become as an outcome of the successful implementation of the Strategic Plan.

The University of Detroit Mercy will be recognized as a premier private university in the Great Lakes Region, distinguished by graduates who lead and serve in their communities.

Program History

The architecture program at the University of Detroit began in 1922 with the establishment of the Department of Architectural Engineering within the College of Engineering. The program sought to affirm the values of the Jesuit tradition by providing students with “... a thorough grounding in the sciences as well as the essentials of a liberal education.” This belief continues to the present. The original program, as stated in the university catalog, emphasized, “... in addition to the basic study of civil engineering, students were given adequate training in pen and ink rendering, water colors, heating and ventilating, sanitation of populous sections and architectural construction”. This attitude clearly indicates that the program was primarily conceived as an engineering discipline; it is evident from the initial curriculum that at that time architecture as an art was not as appreciated as it is today.

The evolution of the Architectural Engineering program into an independent school began in 1957 with the efforts of Fr. Lawrence J. Green, S.J. When Fr. Green joined the Jesuit order, he had already been a practicing architect. Both his maturity and professional background led to the conclusion that the Architectural Engineering program was seriously outdated and served neither the profession of engineering nor architecture particularly well. Under his direction the program was lengthened from five to six years and was re-titled as “Department of Architecture” in the University Bulletin. The re-classification facilitated the incorporation of additional architecture classes since a complete revision of the curriculum was precluded by the Department’s position within the College of Engineering.

In June of 1961, Bruno Leon was hired as chair and began the transformation of the existing hybrid program into an autonomous School of Architecture. A completely new six-year curriculum was developed and implemented and, with the addition of several new full-time faculty positions, the program was entirely re-structured. The first Bachelor of Architecture degrees were conferred in 1963. In 1964, the Department became an independent School of Architecture, accredited by the National Architectural Accrediting Board, with Bruno Leon as its Dean.

In 1961, the Department of Architecture had an enrollment of approximately 80 students and five full-time faculty. It was housed on the third floor of the Engineering Building, facilities woefully inadequate to its needs. In 1973, the curriculum was changed to a four-year Bachelor of Environmental Studies degree and a two-year M. Arch degree.

In 1975 the old Science Building was renamed the Architecture Building and was renovated to

accommodate the School. Due to the capacity of the building it was decided to limit the size of the School to 260 students; this was the maximum number that would allow students to have individual studio space, yet be of a scale to permit personalized interaction with the faculty.

In the 1980's two-semester long international studies programs were created. The first was a full exchange program with the Warsaw University of Technology in Poland, followed a few years later by a summer semester in Tuscany, part in Florence and part in Volterra. The 1980's also began the change from a six-year M.Arch to a five-year B. Arch.

In 1992 Bruno Leon retired as dean after thirty years of service. During the 1992–1993 academic year, Nicholas Chatas, a tenured professor, served as acting dean while a national search was conducted. In May of 1993, Stephen Vogel, FAIA began duties as the new Dean of the School of Architecture. Dean Vogel brought to the School a reconfirmed commitment to a broad based liberal education and an understanding of the role of the School in serving the urban community of Detroit in which the School resides. The establishment of the Detroit Collaborative Design Center in 1994 formalized this commitment, with Associate Professor Terry Curry, SJ, AIA as Director. The Design Center is an integral, design and applied research institute of the School of Architecture and enjoys a national and international reputation for its outstanding design for civic and community organizations.

By 1995 the School had grown to near capacity with 238 students and ten full-time and numerous adjunct faculty. In the 1998, the Board of Trustees of the University of Detroit Mercy approved the re-titling of the five-year Bachelor of Architecture degree to a Master of Architecture degree. The final B.Arch degree was conferred in December of 2007.

Dan Pitera, FAIA, succeeded Fr. Curry as the Director of the Design Center in 2000. In 2002 the School of Architecture received the first NCARB Grand Prize for the Integration of Practice in the Academy and also received an additional NCARB prize in 2009. In 2006 the interdisciplinary Master of Community Development degree was founded as a direct response to the University and School commitment to engagement in the community and participation in the redevelopment of Detroit. The undergraduate and interdisciplinary Digital Media Studies program was moved from the English Department to the School of Architecture in 2008. This move was intended in part to take advantage of the knowledge base in architecture and to reinvigorate the program.

In 2010 Dean Vogel announced his intention to step down as Dean and return to teaching full time. An internal candidate was put forth for initial consideration, and after extensive interviews with UDM administration, SOA faculty and students, comparable to an open search process, Professor Will Wittig, AIA was named the third dean of the school of architecture. Wittig began serving as dean in May of 2011.

The Vision of the School of Architecture is stated below:

The University of Detroit Mercy School of Architecture will be recognized as a premier private architectural program distinguished by graduates who are leaders in building sustainable communities.

The Mission of the SOA is as follows:

The University of Detroit Mercy School of Architecture, as part of a Catholic university in the Jesuit and Mercy traditions, exists to provide an excellent, student-centered, accredited professional architectural education in an urban context. A UDMSOA education seeks to develop architects who integrate sensitive design, technical competence and ethical and profession standards; are socially responsible world citizens; and are of service to the community and the profession.

If the Vision and Mission of the School are achieved, the student who graduates from the program should have certain traits. He/she is:

- Socially aware
- Engaged in the community
- Understands the importance of good design
- Technically competent
- Open to diversity (cultural, ideological, philosophical, gender)
- Passionate and able to lead
- Committed to professional ethics
- Grounded in the liberal arts
- Aware of the role of faith and values
- Understands the value of collaboration

To the extent that we achieve this, the School of Architecture will be successful. Based upon this Vision and Mission, the School of Architecture actively engages its students in service to the community and is committed to participating in the revitalization of Detroit and its neighborhoods.

Benefits of the Program / Institution

The School of Architecture's mission, its approach to pedagogy, and its specific programs are rooted in the mission of the University. The architecture program's benefit to the institution and the benefits to the program from the institutional setting are closely intertwined due to the synergy and alignment between the mission of the University and the mission of the School.

As the only accredited School of Architecture at any Jesuit or Mercy university, the culture and character of the school is bound up inextricably in that heritage, and this serves as one of our key distinguishing features. In comparison to other schools of architecture, there is an emphasis on service, leadership, and community engagement that influences all our work.

The School distinguishes itself from its regional competition through community engagement. This engagement is facilitated primarily in two ways: community based studios, and the Detroit Collaborative Design Center. As previously described the Design Center works with non-profit community organizations and creates design solutions that range in scale from furniture to architecture to urban design and planning. The Center is internationally known, was published in over a dozen international journals in the past several years and has received numerous national and international prizes for its work. These prizes include the 2002 National Council of Architectural Registration Boards Grand Prize for the integration of Practice in the Academy. This prize was won in competition with 50 other schools of architecture in the United States and was the first prize ever awarded. The program was awarded another First Place NCARB Prize in 2009. The Center also generates non-tuition revenue for the institution. For example, in 2011, the Center was awarded a \$ 1.5 million grant from the Ford Foundation, which included a 10% allotment for indirect expenses for the University. Other faculty also engage in community projects through their individual studios and other courses as well as working, researching and lecturing in the Master of Community Development program.

Because of these activities, the School of Architecture is often cited by the University and third parties as a premier model of engagement in the urban context and community service.

The School also benefits from the University setting in several ways based on the institutions commitment to a student centered focus achieved through the scale of the institution, the access students enjoy with faculty, and the central commitment to teaching. It also benefits from the emphasis on a strong traditional liberal arts core curriculum for all students including those in professional programs.

Holistic Development of Young Professionals

The holistic development of young professionals is central to the mission of the University. *“A UDM education seeks to integrate the intellectual, spiritual, ethical and social development of students.”* The institutional culture of the University is extremely student centered with an emphasis on developing the whole person to enable students to emerge from the university experience poised to become servant leaders in their communities. In addition to learning models discussed below, all activities of the institution whenever possible focus on these goals. Within the School of Architecture it should also be mentioned that there are many opportunities for leadership development that also influence students holistic development.

For many years the University curriculum has included a strong liberal arts core curriculum that is rooted in the Jesuit tradition of a broad based educational model. Students in the program are required to complete at least 15 courses (45 credit hours) outside the professional realm. This includes meeting foundational objectives such as verbal and written communication skills, broad studies in the humanities and sciences, and advanced studies in the areas of ethics and social justice.

“Practicum based learning” is evident in three of the core programs of the School that give students opportunities to develop a much broader worldview. These are the Professional Experience Program (aka Internship or Co-Op), which is mandatory for all students, the study abroad programs, and various forms of community engagement projects.

The Co-Op program certainly fits the definition of practicum most closely. Students seeking the professional masters degree are required to complete two Co-op placements, each of which are approximately one semester in length. During these times, students benefit from learning in the workplace, which obviously focuses on real-world problem solving. This pedagogical model recognizes the value of the real-world setting as a complimentary learning environment that presents challenges and opportunities that simply cannot be reproduced effectively in a classroom setting. Students also benefit from interaction with many people in the work environment who don't necessarily share a common institutional/educational history. Peers, supervisors, and other mentors who come from various backgrounds enrich the student experience in the Co-Op setting and provide new perspectives that enhance their professional development.

The program's emphasis on collaborating with community partners, particularly in the design studio environment, also enhances their development through another model of hand's-on experience. In this case, the interaction with real clients and other stakeholders in a community based studio exposes students to the fundamental role of the architect as a servant leader. Having the opportunity to directly experience the interpretation of other people's desires and aspirations allows students to develop a deeper level of empathy and more advanced communication skills that are essential to their development as future design professionals.

Finally, the various opportunities the School provides to develop global awareness also gives students important opportunities for development outside of the classroom. Even students who are not able to participate in either of our two foreign study programs have the opportunity to work alongside students from Poland through our exchange program and students from Canada through our collaboration with the University of Windsor (Ontario). These interactions present countless opportunities for the informal exchange of ideas and views. For students who are able to take advantage of our two international studies programs, they clearly benefit from the full immersion into an unfamiliar culture, which is described by most who participate in these programs as a truly life changing educational experience.

Learning Culture and Social Equity

Learning Culture

A collegial and supportive learning culture is an important part of life in the School of Architecture. In 2004 the School of Architecture adopted an Honor Code based on recommendations made by an ad hoc committee of faculty, staff and students in order to formalize our commitment to a respectful learning environment. This Honor Code formed the basis of the Studio Culture Policy when this Policy became a requirement of NAAB. The policy was voted on and approved by both the Student Advisory Group and the Faculty Council and was announced and distributed at a number of all school meetings. In 2013 this policy was revisited and discussed by faculty and students in consultation with the Dean. The policy was revised somewhat at that time, primarily to more explicitly articulate students' responsibilities regarding 24/7 use of the building. The policy was also reviewed by University General Counsel.

This policy addresses the issue of civility between faculty, students and staff; as well as the appropriate respect for the building. The policy also asks faculty to be aware of the time management issues of students. The policy is posted in every studio and is given to faculty as part of the faculty handbook. Implementation and enforcement happens through an informal process with the Dean for less serious offenses and a formal process for more serious offenses in accordance with University policy. As UDM Faculty and most Staff are unionized, disciplinary action for those groups is governed in part by their respective collective bargaining agreements.

Honor Code / Studio Culture Policy

The adoption of the SOA Honor Code was approved by the Faculty Council and the Student Advisory Group in September of 2004. This document was updated in 2013 based on additional feedback from students. This code applies to and will be followed by students, faculty and staff.

1. Faculty, students and staff will honor all published University policies regarding conduct including sexual harassment. Students will specifically honor the student conduct policies found in the Student Handbook at <http://www.udmercy.edu/slo/office/handbook/index.htm>. Also refer to the University Policy on Sexual Harassment which can be found at <http://www.udmercy.edu/hr/current-employees/sexual-harrassment/index.htm>
2. As a member of the School of Architecture community, faculty, students, staff and guests will take on the responsibility that comes with participation in such a learning community and will treat all members of the community with courtesy, dignity and respect. This includes by example the following:
 - Faculty will treat students with fairness and consistency, without bias.
 - Likewise, students will treat faculty and staff with respect and courtesy.
 - Faculty will respect the academic workload of students and recognize that they have exams, papers and projects due in other classes besides their own.
 - Students and faculty can expect studios and critiques or juries that are free from verbal, physical or emotional abuse.
 - Students, faculty and staff can expect an environment that does not "shun" fellow students or colleagues or in any way discriminate against others.
 - Students can expect clear grading criteria from faculty including expectations regarding attendance, participation and completion of projects.
 - Faculty, students and staff will keep all grades and evaluations confidential.
 - Students and faculty can expect studios that are devoid of sexually explicit material or language.
 - Music or other audio entertainment will be played in studios with earphones only, or at respectable volumes after business hours if agreeable to all students.
3. Students, faculty and staff will exhibit the utmost personal and professional integrity in the pursuit of work and will not in any way misrepresent the work of others as their own. A student will be properly registered in each class the student attends and will not complete

assignments in place of and for the benefit of another student. Please refer also to the University policy on plagiarism.
<http://research.udmercy.edu/policies/integrity/page.php?id=19>

4. Students, faculty and staff will respect the physical place occupied by the School including its contents and the belongings of others. This includes by example the following:
 - No defacing in or around the School of Architecture including but not limited to spray-painting, writing or drawing on walls, ceilings and floors and furniture. Spray painting must occur outside on protected surfaces so no University property is damaged, which includes but is not limited to sidewalks, benches, tables or any building surface.
 - No cutting is allowed on any unprotected surfaces including desks, tables and floors.
 - Students will take full responsibility for the maintenance of their desk, locker, stool or chair, and computer if provided, for the entire semester. Any damage to the School of Architecture or its property is subject to be replaced or repaired at the expense of the party or parties involved.
 - Students will not use the materials and equipment of others without their expressed consent.
 - Students and faculty will not deface, destroy or harm in any way the work of other students or faculty.
5. The School of Architecture building is a smoke free, drug free and alcohol free environment. As an academic space, University policy defines ALL spaces within the Architecture building as public space and therefore students are not to be in the possession of drugs or alcohol in the building. Alcohol is only permitted at special events approved by the Dean of the SOA. Smoking within 15 feet of any building entrance is strictly prohibited, and proper disposal of cigarette butts is mandatory.
6. Students, faculty and staff will make all efforts to make the building safe and secure for the protection of the learning community. 24 hour building access is a privilege, not a right. Abusing such privileges could result in temporary or permanent removal of 24-hour building access for any student(s). Efforts to keep the building secure include the following.
 - All building doors and windows should be locked and not propped open after hours.
 - No studio should be left open and unlocked when unattended.
 - After hours visitors are discouraged. Any visitor such as a family member or non-architecture UMD student who is given access to the building is the responsibility of his/her host. A student granting access to a visitor will take full responsibility for any actions or damages such guest(s) may perform, and in such instance disciplinary action will be taken against the student who granted entry.
 - Do not allow building or studio access to a stranger who does not have a UDM ID card.
 - Do not leave personal belongings including laptops unattended or visible.
 - Do not confront strangers or anyone engaging in suspicious behavior.
 - Call Public Safety immediately for assistance if any safety concerns arise or if suspicious behavior of any kind is occurring. (993-1123 or 993-1234 for non-emergency.)
7. Students, faculty and staff will report any violation of the Honor Code and Studio Culture Policy that they witness.
8. Violation of the Honor Code and Studio Culture Policy is subject to serious disciplinary action including but not limited to suspension or expulsion. When a violation cannot be resolved informally or when such policies stated above are offended repeatedly, formal measures will be taken. Formal disciplinary processes for students are included in the Student Handbook.

9. This policy will be displayed in all studios at all times.
10. All students, faculty, and staff will sign a copy of this policy at the beginning of each semester in order to be granted 24-hour access to the building.

Additionally, faculty, students and staff will honor all published University policies regarding conduct. The University policy on harassment, including complaint resolution procedures can be found at the following link:

<http://www.udmercy.edu/hr/current-employees/sexual-harrassment/>

University policies on discrimination and other employment policies can be found at the following link:

http://www.udmercy.edu/pc_draft/employment/index.htm#Affirmative

University policies on academic integrity can be found at the following links:

<http://research.udmercy.edu/policies/integrity/page.php?id=19>

<http://www.udmercy.edu/academicaffairs/services/misconduct/index.htm>

Other student policies can be found in the Student Handbook at the following link:

<http://www.udmercy.edu/slo/office/handbook/>

Social Equity

The University of Detroit Mercy has a strong commitment to the goals and objectives of affirmative action. As stated in its literature the *“University of Detroit Mercy is committed to the concept of equal opportunity and fair treatment for all persons in the University community. In carrying out this policy, the University will take affirmative action to achieve equal access and enhance opportunity for all individuals regardless of age, sex, race, color, religion, creed, national origin, ancestry, disability, military service, height, weight, marital status or political belief.”*

Achieving Equity in Faculty Appointments

To achieve a diverse faculty, the hiring criteria of the University mandates that all final applicant pools for faculty or administrative positions (the interview stage) include underrepresented populations or a proven good-faith effort to do so. All hiring of tenured and/or tenure track faculty in the SOA follows this policy. In addition to gender and race diversity, efforts have been made to diversity faculty educational credentials. The SOA has not hired a tenure-track faculty in twenty years with an architectural degree from UDM and has thereby widely diversified its faculty.

Presently (Term 1, AY2013-2014) 8% of the full time faculty of the School of Architecture are minority and 33% are women. In addition, 17% of the faculty are foreign.

Of the 17 current adjunct faculty, 12% are minority (including the director of the Co-Op program, which is an ongoing 12 month commitment) and 35% are women.

In 2009 a national faculty search resulted in the hiring of 3 full time faculty members. Of these three, two were female, one of which was also a minority. One of these who was both female and a minority has left the University to pursue other interests. Another faculty member who is a Jesuit and who is a minority was also moved to a tenure-track position at that time. There has not been another search since that time.

Two years ago one additional female tenured faculty has left the University for professional advancement reasons. A University wide soft hiring freeze has meant that this position has not

been filled permanently, but for the coming academic year, two one-year full time appointments have been made and both of those faculty are female.

Achieving Equity in Student Enrollment

Drawing heavily from the Detroit metropolitan area, the composition of the University's student body reflects its responsibility to serve the educational needs of the community. Among the UDM student body, 42% are non-Caucasian + 11% reported as race unknown, 53% are female, and 18% are international students. The University regularly provides programs for faculty, staff and students that address issues of multiculturalism. The University Faculty Development Committee has also conducted programs on diversity in the classroom.

The School of Architecture also strives to maintain diversity in its student population, although this is proving to be challenging in the context of increased recruiting competition and a significant decrease in qualified applicants from the City of Detroit. In drawing from a broader geographical region than the university at large currently the student body (2012/13) are: 9% non-Caucasian + 14% reported race as unknown, 37% female, and 15% international, however these percentages are well below where we would like to be in terms of diversity.

The Strategic Plan of the School has an objective to grow and diversify the student body in architecture further. Currently in addition to strategically recruiting in high schools with underrepresented minority populations, three initiatives are underway to assist with this issue: a proposed program to introduce architectural awareness into Detroit high schools, participation in a local initiative called the Detroit Area Pre-College Engineering Program that targets minority participation, and finally an architecture summer camp that has had success in attracting minority and female participation.

Unfortunately the National Organization of Minority Architecture Students chapter in the School of Architecture has not been active recently due to lack of interest and participation in the student body. However, this year's sophomore class represents a better level of diversity, and a senior member of the Detroit Collaborative Design Center who also teaches in the program has volunteered to help the students to re-organize the Chapter in the coming year. Approximately eight ethnically based student groups exist at the university level to assist students in adjusting to university life and accomplishing their academic goals including the African American Student Organization and the International Student Association. Special academic advising is provided for non-traditional students, as well as general support services through the offices of Student Life and Campus Ministry.

1.1.2 Responses to the Five Perspectives

A. Architectural Education and the Academic Community

Both the University of Detroit Mercy and its forerunner institutions have long traditions of high quality, values oriented education. In addition to the School of Architecture, there are four other Colleges and Schools that offer undergraduate, master and doctoral programs, as well as professional schools for law and dentistry. Approximately fourteen separate bodies accredit these programs in addition to the general University accreditation by the North Central Association. The University of Detroit Mercy takes great pride in the quality of education it provides to all of its students. The long history of the University (founded in 1877) attests to its stability and continuity. The University is primarily a teaching institution although it encourages research, especially applied research as a vehicle for faculty development, and community engagement as a means of fulfilling its Mission and Vision.

In this context the School of Architecture enjoys an important position. It is the only Jesuit affiliated accredited architecture program in the United States. The School of Architecture is the smallest of the University's colleges and schools and houses architecture and two relatively new interdisciplinary programs. The School enjoys a particularly strong reputation among its peer colleges as well as with the executive administration of the University for providing one of the highest quality programs at the University. This is manifested in several ways. The incoming traditional aged first year class invariably has higher average scores on standardized ACT tests than other entering students. This, in addition to the length of the program and the higher percentage of on campus residential students, allow for architecture students to enjoy a higher proportion of financial aid than other student groups. Recent assessment processes including program review indicate that the architecture program is highly regarded as a program of outstanding quality when evaluated by institutional peers.

The faculty of the SOA also enjoy outstanding reputations. In the past twenty years or more no architecture faculty has been denied tenure or promotion by the University committee and Academic Vice President. Publicity from national and international activities is routinely circulated among the university community that reinforces our standing within the community.

The School of Architecture is frequently cited as a program that most consistently and publicly fulfills the mission of the University. The work of the Detroit Collaborative Design Center is one of the most visible, although certainly not the only part of the architecture program that boldly addresses the University mission. Many upper level studios and Masters Thesis projects engage the local community or investigate local issues in the Detroit area. Students are trained to be "listeners" to the community and not the creator of self-aggrandizing monuments. In the past twenty years the Design Center has assisted over 100 community organizations, has won a series of local and national design awards, and has made presentations at numerous national and international venues to promote community design. An hour-long documentary film of the Design Center workshop process by Sou International and Dr. Sherri Blake of the University of Manitoba has been shown both nationally and internationally.

The School interacts with other programs on campus in many ways. Two new interdisciplinary programs have been housed in the School of Architecture—the Master of Community Development Program and the Bachelor of Arts in Digital Media Studies. The former program utilizes faculty from all the Colleges and Schools within the University and the later program utilizes, in addition to architecture faculty, utilizes faculty and course work primarily from the College of Liberal Arts and Education. In recent years interdisciplinary courses for architecture students have been taught and offered with faculty from the Communications Studies Department, History Department, College of Business Administration, Civil Engineering Department, Theater Department, English Department, and Philosophy Department. The School has also supported the recent launching of a new Architectural Engineering degree program, which is housed in the College of Engineering & Science, but includes more than a dozen architecture classes in its curriculum.

The SOA, through the Design Center, has also participated in a university-sponsored program (in partnership with the local community) for redevelopment of the dilapidated commercial corridor bordering its McNichols Campus. Design Center Staff, studio faculty, and the Dean have all participated in a variety of efforts to improve the local neighborhood as representatives of the University.

Finally, the Dean and Faculty have enjoyed leadership roles within the University. The Dean is a full participating member of the Academic Leadership Team and represents that team from time to time on as hoc committees. SOA faculty sit on important university committees including the Assessment Committee, the Core Curriculum Committee, and the Rank and Tenure Committee. An architecture faculty served as co-Chair of the Assessment Committee, another serves on the Executive Committee of the McNichols Faculty Assembly, and another served as the Chair of the search committee for a new Dean of the School of Law. Likewise, the students, as a visible, residential-based campus population, are very evident on campus and are active in university

functions and, time permitting from their demanding program, take leadership positions. The most visible of these activities is the annual Safety Street program wherein campus organizations distribute Halloween candy from “storefronts” designed and built by students to over 2000 elementary students from the surrounding neighborhood. This program was originated by SOA students and now is a university-wide event.

The University assists and contributes to the Architecture program in many ways. Since 1981, the University has required all of its graduates to complete a general Core Curriculum regardless of the academic program in which the student is enrolled. The Core manifests the University’s commitment to liberal education and its intent is to fully address the intellectual, spiritual, moral and social development of its students rather than simply producing well-trained professional specialists. It requires students to acquire competence in six broad-based objective areas: Communication Skills, Mathematical and Computer Skills, Scientific Literacy, Meaning and Value, Diverse Human Experiences, and Social Responsibility. The School of Architecture, like all other academic units, requires that students complete the Core Curriculum. With this core, the University provides a solid foundation and education for its students and creates architecture graduates who have a knowledge base well beyond the limits of architectural education.

The University provides substantial student aid to architecture students and likewise provides a range of services from recruitment, admissions, advancement, career services, library and the like to students, faculty and administrators. The university also provides the SOA its own building—the Warren Loranger Architecture Building—that gives the SOA the equivalent identity of other major programs on campus. In other words, the SOA enjoys the full benefits of being a part of a comprehensive university.

Finally, the University provides a distinct mission that reinforces and gives the School of Architecture its unique purpose of community engagement in the urban context. This is shown in explicit terms by the University’s willingness to financially support the Detroit Collaborative Design Center as well as the School of Architecture, which represents a net revenue loss to the university.

The UDM SOA Strategic Plan 2012-2017 addresses a number of new and reinvigorated strategies related to the academic community in its first objective: *enhance all teaching and learning activities to ensure academic excellence.*

B. Architectural Education and Students

The curricula of both the University and the School of Architecture emphasize education as an open-ended process of personal growth and development. The courses in the Core Curriculum promote the acquisition of skills and values that form the basis for effective decision making, rather than serving as ends in themselves. An individual’s education does not stop in the classroom. The Core strives to prepare students with the intellectual and ethical tools to be responsible participants in a rapidly changing global environment. The nature of design studio instruction also challenges the student to resolve often conflicting issues through a creative process of reflection, imagination and personal commitment. While each instructor has the ultimate responsibility for the administration of his or her own studio, the School is committed to the belief that students should have freedom to examine, explore and express issues in accord with their personal understanding and beliefs. The advocacy of specific styles is discouraged. Students are expected to utilize the knowledge and principles gained in their other classes in defining, clarifying and solving problems in the studio. We believe that the process of independent thought and action is fundamental to the practice of architecture. The education of students at the University of Detroit Mercy also provides more immediate avenues for creative problem solving. The student journal, *Dichotomy*, is entirely student run: writing, editing, printing and distributing present opportunities to test their abilities in real-world situations. Involvement in organizations like the AIAS and NOMAS also provide students the possibility to put their education to use in community engagement projects. Many students also participate in the Detroit Collaborative Design Center either in its community-based studio, as a work-study or co-op intern or as a volunteer. Other volunteer projects exist at the University level

such as the alternative Spring and Winter Break programs sponsored by Campus Ministry. Projects such as these give students practical application for their skills, and permit them to grow through direct, personal experience.

Our educational model includes a longstanding emphasis on the integration of real-world hands-on experience as a compliment to the classroom experience through our two term mandatory Co-Op program. Information about related career opportunities also comes through *ARCH 1190 and 1290: Introduction to Architecture 1 and 2*, in the design studio, through personal discussions, through the Co-op experience and the Co-Op Prep. class, in the process of academic advising or through *ARCH 5590: Profession of Architecture*.

Students become aware of cultural differences in many ways, not the least of which are the very diverse classrooms of the University of Detroit Mercy. The university has an enrollment that is over 40% from underrepresented groups. Although the School of Architecture has a lower percentage of minorities, its programs demand engagement in a Detroit community that is very diverse. Community service projects or community-based projects are offered in upper level studios, including occasional design-build projects. The Design Center sponsored vertical studio that is run each fall is mandated to do community based projects. These projects require collaboration, consensus building and communication with a diverse population both between students and between students and the community they are serving.

Cultural differences are also a foundation for the School of Architecture International Programs that are described in more detail elsewhere in the APR. In the Polish exchange program, students must work and live with fellow students from Poland and take classes from Polish professors. In Italy, students live in a functioning Tuscan hill town where they must shop, cook and participate in the life of the community as well as take classes from Italian instructors. Roughly two thirds of graduating architecture students participate in one or more of these programs.

Community based and international programs also expand student leadership opportunities. Structuring projects for real clients, meeting deadlines, organizing group efforts, deciding on travel schedules and the like all promote students to become leaders. This process is formalized in the university structure through the Leadership Development Institute where service learning, in particular, is emphasized. As noted earlier, the fulfillment of the Vision and Mission of the School of Architecture creates a graduate who is socially aware, community engaged, open to diversity and able to lead.

The UDM SOA Strategic Plan 2012-2017 addresses a number of new and reinvigorated strategies related to students in its second objective: *increase the quality, number, and diversity of new students and retention of students*.

C. Architectural Education and the Regulatory Environment

The development of a sense of ethical responsibility to one's society, colleagues and clients is an essential aspect of our program. The student's encounter with questions of personal and professional responsibility occurs at many levels within the structure of the curriculum, and is fundamental to the value-orientation of the University's mission. Students are taught to identify and assess the physical, social, psychological and aesthetic needs of society, in both broad-based terms and as they specifically relate to architecture; they are required to understand the implications of the laws governing the profession in spirit as well as letter; they are exposed to the study of ethics, both in its sense as a coherent system of values and in terms of professional duty and responsibility.

The identification, analysis and evaluation of social needs occurs in many places in the curriculum. The Core Curriculum objectives of "Diverse Human Experience" and "Social Responsibility" take this issue as their central purpose. In the architectural curriculum, courses such as "Psychology of Environment" and "Architectural History and Theory" discuss the problem in narrower, more

professional terms. Students are presented with a variety of quantitative and qualitative methods to examine the complex question of social need.

Definition of the legal and professional responsibilities of the architect occur in the *Profession of Architecture and Architecture and Construction Law* courses. These courses are fifth year lecture courses and their purpose is to acquaint students with issues and expectations of professional practice and to examine the ethical and legal responsibility of the architect. Issues of professional ethics, including the AIA Code of Ethics, are brought to the student's attention in the first year in the *Introduction to Architecture* class. Several case studies are utilized to make evident the seriousness of ethical issues. These courses also discuss the roles and responsibilities of architects and how the architect works as a part of a collaborative team.

The Core Curriculum requires students to have three courses in Philosophy or Religious Studies, one in Ethics and one in Contemporary Socio-Political Problems. These are required of all graduates regardless of discipline and underscore the University's commitment to social responsibility.

The Cooperative Education requirement also provides students with the opportunity to compare the realities of professional practice with those discussed in the classroom. These experiences are incorporated into the content of the professional courses outlined above and form the basis of a realistic understanding of the profession.

D. Architectural Education and the Profession

Like most schools of architecture, we offer a full professional curriculum presenting students with opportunities in design, visual communication, technology, history and theory, and professional practice. The curriculum is structured to introduce subjects in a meaningful and relevant manner, with the design studio serving to synthesize them in coherent expression. The design emphasis in each year, therefore, is expanded to include issues arising in lecture areas.

Technical emphasis in both lecture areas and design studios begins in the first year. Students are introduced to topics in structures and environmental technology at the same time similar issues begin to appear in design projects. This coordination is not intended to be absolute since the purpose of design is more than the satisfaction of technical requirements, yet it nonetheless attempts to relate diverse areas of the curriculum. From the second year on students are expected to incorporate their understanding and integration of structures and building systems into their projects.

Students are first introduced to issues of licensing and registration in their first year. In the *Introduction to Architecture* class students are exposed to the concepts of licensing and registration as well as accreditation. During this class the relationship between education and internship is also discussed. The *Profession of Architecture* course concludes this topic during the fifth year of study. In addition to its examination of codes, contracts, and professional responsibilities, it thoroughly discusses the registration process including the Intern Development Program. By this time, students come to understand the interrelationship of the parts of their professional education and to comprehend the architect's roles and responsibilities to society.

Our Cooperative Education (aka Professional Experience) program reinforces the introduction to the profession that begins in the classroom as noted above. It provides students with first hand experience in an architectural firm. The reports submitted by students and employers describe the range of professional experiences to which they were exposed and an evaluation of their performance. We consider Co-op a significant aspect of our curriculum and critical to the student's professional development and progress toward licensure. During the Cooperative Education training course, which occurs during their third year, students are encouraged to sign up for IDP

exposure to both European and non-Western cultural traditions and seeks to develop an understanding of their religion, philosophy, history, art and language; objective six, *Social Responsibility* examines the complex nature of social issues and individual action in the contemporary world. Opportunities to study specific ecological, political and urban issues are also provided elsewhere in the Core.

The curriculum of the School also addresses the role of the architect in the global society. Both the *Ecological Design* and *Construction* classes discuss the role of architecture in a world of increasingly limited resources, while *Profession of Architecture* and *Architecture and Construction Law* examine the legal and ethical implications of the practice of architecture with respect to clients and users.

More directly, our international studies program provides first-hand experience of architecture and its relationship to the needs of a global society. Our program with the Technical University of Warsaw in Poland involves the annual exchange of ten to twelve students from each school for a term of study; classes are taken with professors from the visited school. The professor who is also exchanged teaches a design or visual communication studio to students from the host institution, as well as lectures about architectural issues in his or her home country. The program was designed to ensure the maximum impact in both schools, not only for the participants but also for the student body at large. Since its initiation in 1980, more than 360 students from each school have participated in the exchange.

The Volterra/Detroit program also provides students with a global perspective of architecture. Although it is a more typical summer study program, it operates with the support of the Regional Government of Tuscany. The twelve weeks of study in the hill-town of Volterra permits extensive interaction with the residents and provides a unique insight into their social, economic and political situation. The final design project is typically concerned with a present-day architectural problem of the city. An exhibition of work occurs in the Fall, so participants may share their experiences and observations with the rest of the students in the School.

Although neither international study program is mandated by our curriculum, participation is high. In any year, approximately 20 students will take part in one or the other program. In addition, the Poland exchange programs give students in Detroit direct exposure to students and faculty from another culture.

Additionally, our collaborative program with the University of Windsor (Visual Arts and the Built Environment) means that students have an opportunity to work side by side with a number of Canadian students who also bring a different cultural perspective to the classroom and studio environment.

The educational opportunities provided give students a firm understanding of the diversity of needs, intentions and values in contemporary global society. It equips them for responsive and responsible action: prepares them to enter a pluralistic society and address the needs of individuals and groups in a world of finite resources.

We also seek to examine the relationship of architects to society in areas much closer to home. The City of Detroit has undergone an enormous transformation in the last five decades. The physical and social problems created by the City's deterioration pose an exceptional challenge to the next generation of architects. Any discussion of the architect's responsibility to society must inevitably confront the issue of the city. To formalize the School's relationship to the City, the Detroit Collaborative Design Center was formed. This center's mission is "to seek collaboration among community organizations, local governments and private developers to confront the social, economic, cultural and political realities which have for years contributed to the physical deterioration of urban Detroit." The center contracts with non-profit neighborhood and civic organizations to provide design and planning services and to facilitate other services that lead to implemented, built projects. Students, work-study students and co-op students are active in all

types of projects provided through the Design Center. The most visible academic vehicle for student involvement is an upper level, vertical studio offered each fall term by the Design Center. The work of the Design Center has been so successful that other upper level studios also provide community based projects.

The Mission and Vision of the School emphasizes community involvement. Our program attempts to view the architect's responsibility to society with the broadest possible perspective, providing opportunities to participate in both the global and local communities. We often state that our students not only learn how to design great buildings, but they understand very deeply why a healthy built environment really matters in the development of all our communities.

The UDM SOA Strategic Plan 2012-2017 addresses a number of new and reinvigorated strategies related to expanding our commitment to community engagement in its fifth objective: *amplify the SOA's dynamic community engagement work*.

1.1.3 Long-Range Planning

The current strategic plan for the School was adopted in October of 2012 following a one-year strategic planning process that was initiated in relation to the appointment of a new Dean of the School. This process also roughly coincided with the development and adoption of a new strategic plan for the University, which was initiated in relation to the appointment of a new President of the University. The School's strategic plan is closely aligned with the University plan and in particular uses a similar set of five primary goals as its underlying structure. Although changes are made to this document on an ongoing basis as necessary, it is expected that in the 2014/15 academic year, following the conclusion of this accreditation cycle, the faculty and administration of the School of Architecture will engage in a thorough review of the plan which is likely to result in a revised plan for 2014-2020.

The Strategic Plan was developed from several primary sources:

- The 2005-2010 Strategic Plan.
- The NAAB visiting team report dated July 20, 2008.
- A two-day retreat with Faculty Council in August of 2011.
- A review of strengths, weaknesses, opportunities and threats with the Faculty Council and the Dean's Student Advisory Group (SAG) in the Winter of 2011.
- A review of strengths, weaknesses, opportunities and threats with the Alumni Council and the Dean's Advisory Board in the Spring of 2011.
- A series of "mock team rooms" conducted as part of the assessment program of the school at the end of each academic semester with Alumni, Faculty and Adjunct Faculty.
- A review of preliminary goals with the Dean's Advisory Board in the fall of 2011.
- Coordination with the UDM Strategic Plan in the winter and spring of 2012.
- Additional discussion with Faculty Council in the winter of 2012.
- Continued discussion with the Dean's Advisory Board in the spring of 2012.
- A review of action steps with the Faculty Council in August of 2012.
- Final draft presentation to the Dean's Advisory Board, Faculty Council, Alumni Council, and the Vice President for Academic Affairs / Provost in October of 2012.

The full Strategic Plan including action items is included in Appendix C under Supplemental Information.

1.1.4 Self-Assessment Procedures

Progress Toward Mission

As stated above, if the Vision and Mission of the School are achieved, the student who graduates from the program should have certain traits. He/she is:

- Socially aware
- Engaged in the community
- Understands the importance of good design
- Technically competent
- Open to diversity (cultural, ideological, philosophical, gender)
- Passionate and able to lead
- Committed to professional ethics
- Grounded in the liberal arts
- Aware of the role of faith and values
- Understands the value of collaboration

These benchmarks are frequently discussed as we assess curriculum, student performance, faculty composition, etc. Given the importance of mission to the institution, it would be most accurate to say that we are always making progress towards these goals but never actually feel that we fully achieve them.

Progress Towards Multi-Year Objectives

One achievement in the area of long range planning was the successful completion of a new strategic plan during the first year of Dean Wittig's tenure. The Strategic Plan had not been reviewed in any significant way since 2008 and this new Strategic Plan was developed during the 2011 academic year and finalized in October of 2012.

If one were to review the previous strategic plan for the School, of the 5 main goals outlined in the previous plan, significant improvement has occurred for at least 4 of those 5 goals. Of the 44 action items/strategies proposed, most of those items are either now complete, are no longer relevant, or have been folded into new ongoing strategies in the new strategic plan. Highlights of some of those accomplishments from the previous strategic plan include: significant new renovations to the facilities, especially faculty offices and studios, stabilizing the financial health of the *Detroit Collaborative Design Center* including diversifying funding streams and increasing the visibility of the Center, enhancements to the curriculum including shifts in the Introduction to Architecture and Ecological Design course structures, completion of a study for 2 and 3.5 year masters degree tracks, and improvements to the study abroad program, the creation of a summer camp program, increased out-of-state recruiting efforts, taking over control of the administration of the Co-Op program, and expansion of the number of endowed scholarships.

Since the current strategic plan was only adopted 10 months prior to the writing of this report, more recent accomplishments are limited in scope. Of the 57 action items outlined in that document, significant progress has been made so far on at least 20 of these items. Specific highlights of some of those accomplishments include: completion of the Volterra Residential College and appointment (including funding) of new International Programs Director, establishment of an Architecture Summer Camp and significant revisions to our alumni led Career Day event, completion of significant renovations to the studios and replacement of student work stations, naming of a new more experienced Co-Op director and re-establishment of a recruiting fair for employers, increased annual giving from alumni and firms, and increased participation in efforts to improve Livernois Avenue and the surrounding community.

Strengths, Challenges and Opportunities

The self-assessment processes has shown that the program has a number of strengths that help to assure that progress has been made in fulfilling the Vision and Mission of the School. A complete

list of SWOT analysis comments is included in the Strategic Plan that is found in Appendix C. Highlights of those comments are described more fully below:

Strengths

- **Dedicated Faculty:** the School has attracted and retained young, energetic talented faculty who complement the senior experienced faculty. The faculty bring to the classroom a diversity of architectural philosophies and a consistent passion for architecture and its meaning in society. This diversity challenges students to find and explore their own approaches to architecture. It is this challenge to students that allows them to graduate as leaders and as contributing members of their communities.
- **The Detroit Collaborative Design Center:** another recognized strength of the program is the Design Center that provides design services for non-profit community organizations. In the almost twenty years of its existence the center has served more than one hundred community organizations and has introduced students and professionals to the under-served and under-represented neighborhoods of Detroit. Recognition of the work of the Center has come in many forms including national, regional and local AIA awards, publication in national and international journals and participation in national and international forums and exhibitions. This program particularly addresses the mission element of “sensitive design” and “service to the community and the profession”. It also relates to the issue of promoting “ethical and professional standards” and of course engaging the “urban context” in very meaningful ways. Finally, it helps to realize the Vision of creating a program that is “distinguished by graduates who are leaders in building sustainable communities”. The School was awarded the first NCARB Grand Prize for the Integration of Practice into the Academy in 2002 because of the work of the Design Center, and a first place NCARB award in 2009.
- **Size of School/Personal Attention to Students:** the School prides itself on its relationship with its students. The size of the school ensures a very student-centered approach in every respect. Although this characteristic is evident in many schools of architecture, the personal attention to students by the dedicated faculty, the strong advising system, the intensity of personal interaction, as well as the strong camaraderie among a small class of peers make it unique.
- **International Programs:** student focus groups indicate our international programs as one of the strongest aspects of the curriculum. These programs are considered life altering to our students and fulfill mission elements including creating “socially responsible world citizens”, engaging the “urban context” and being “learner-centered”. Our programs in Warsaw, Poland and Volterra, Italy have each been operating successfully for over 25 years.
- **Coop Program:** as one of only a few programs in North America that mandates semester long cooperative educational experiences, the SOA recognizes the connection between providing an “accredited professional architectural education” and the experiences that students are given. The coop program has been in existence since the school began as an architectural engineering program in 1922. Along with our emphasis on community engagement and study abroad, this program is central to our hand’s-on approach to education in the critical 3rd and 4th years of the program.
- **Urban [Detroit] Location:** as the only School of Architecture located in the City of Detroit, the school stresses its responsibility to the “urban context” and the evolving understanding of shrinking cities. It is recognized both in government and in the community at large as having one of the most important community outreach and engagement programs at any university in the region. Its reputation is based on this tradition of community service and direct engagement with real community members in much of our work.

- Jesuit and Mercy Education: it is widely recognized that the profession of architecture requires a recommitment to ethical standards and values. The profession of a value-based education and a preoccupation with “ethical and professional standards” are at the root of Jesuit philosophy. The Mercy tradition of providing service to the poor is at the core of creating a program that graduates “leaders in building sustainable communities”. This heritage is central to our perspective that enables our graduates to truly understand the importance of their contribution as professionals crafting stronger communities.

Weaknesses

There are a number of weaknesses that inhibit the program’s ability to achieve the Mission. The most significant of the weakness are described below:

- Ability to Replace and Refresh Full Time Faculty: Although the number of full time faculty has increased to twelve, it is still fairly low. Enrollment has declined in the last several years, which coincides with other financial challenges for the University and threatens our ability to retain and replace faculty. Detroit has abundant capable and qualified candidates for adjunct faculty, however, because of the small number of full time faculty, “burn-out” is of concern, especially for those faculty who through their commitment perform above and beyond the call of duty in filling the many duties outside the classroom. Any threat to our ability to replace and refresh the faculty also stifles our ability to continue to diversify the faculty.
- Faculty Compensation: Faculty pay has improved in the last few years, and we have been unusually capable of attracting outstanding faculty based upon our Mission and our collegial atmosphere of collaboration, but retaining long term faculty and high quality adjuncts can be problematic. Additionally, Lawrence Technological University pays its adjuncts significantly more than we do for fewer contact hours and the University of Michigan also pays substantially more than we do for adjuncts.
- Facilities and Equipment: Great strides have been made since the last accreditation visit in the renovation of the building, especially in the last several years. Facility shortcomings no longer rank highest among our weaknesses, but some areas still need improvement such as the woodshop and our lack of digital fabrication facilities.
- Support Staff: Budget cuts a number of years ago eliminated a part time wood shop administrator. This position has never been replaced and has made the requirement for model building and design-build projects problematic.
- Program Funding: the lack of resources makes it difficult to support innovation such as the development of new programs, or to allow for robust faculty development and research opportunities. As an example, recently the School developed a detailed business plan to launch a new Interior Architecture program. The new degree and the concept for the program was approved at all administrative levels including the University Board of Trustees in 2011, and plans were in place to launch the program in 2013. However, the President’s Council, which also approved the degree, essentially refused to launch the program by denying the relatively minor funding necessary to launch. Subsequently a tenured faculty member who had been slated to become the director of the program left the University after being offered a similar position at another university with higher compensation.
- Diversity of Students: in recent years we have seen a decline in minority enrollment when we had hoped to make progress in this area. Although efforts have been made to recruit in high schools where underrepresented minorities are more prevalent, those efforts have not resulted in increased diversity. The Detroit Public School system, which at one time was a good source of students, continues to present significant challenges. Modest gains that

had been made in female student enrollment have also slipped back to a more traditional percentage for some reason with the exception of the sophomore class. Of particular concern is the University's near abandonment of out-of-state recruiting, which has resulted in much less geographic diversity.

- **Rigidity of Curriculum.** Due to a number of factors including the lack of an Associate Dean for a number of years, and the prolonged process for approving a new core curriculum for the University, a lack of changes in the curriculum for the School could be considered a weakness at the moment. These factors along with more pressing needs for recruitment, facilities improvements, and fundraising have simply meant that less attention has been given to curriculum innovation, which should be a higher priority in the coming years. In particular, the emphasis on public interest design, which is important to the culture of the School, should be a more explicit force in the structure and content of the curriculum, and attention to this issue represents an opportunity for growth and reinvigoration.

Opportunities

The weaknesses outlined above have not diminished the importance and viability of the program to the university, the community and the profession. There are a number of opportunities that can be exploited even more to advance the Mission and Vision to its next level. These include:

- Emphasize the small size, personal attention, community engagement and a values-based education to attract even higher quality and motivated students to stabilize and expand enrollment.
- Take better advantage of the school's location in Detroit to expand the urban focus of the program and build on our reputation for public interest design and urban expertise.
- Consider additional degree offerings to add to the interdisciplinary degrees that have recently been added, including potentially a post-bachelor's master's degree (currently being explored actively), and a master of urban design.
- Integrate the mission driven elements of the Master of Community Development program, which is now fairly well established (and has gained some significant funding support recently), to capitalize on more opportunities with this unique program.
- Create stronger synergy with the Digital Media Studies program to more aggressively build on the areas of crossover skills and expertise with the architecture program.
- Assist the College of Engineering and Science to continue to develop and grow the Architectural Engineering program, and explore a new degree option for environmental science.
- Continue to strengthen the Co-Op (aka Internship / Professional Experience) Program and increase partnerships with area professionals to create new programs and alliances.
- Now that the Volterra Residential College is in place, continue to expand and strengthen the importance of global experiences for the program and move towards making study abroad a mandatory component comparable to Co-Op.
- Expand the work of the Design Center to be more holistic, involving other disciplines and other phases of development such as policy avocation, real estate development and economic development, and consider developing a permanent off-campus satellite location, and involve more students in the activities of the Design Center.

- Capitalize on the state's upcoming continuing education requirement as well as the local AIA Chapter's desire to expand their public profile to launch a collaborative continuing education program.

Threats

The potential opportunities of the SOA may be hampered by a fairly long list of external threats. These include the following:

- The widespread negative perception of the attractiveness and viability of the profession of architecture that is influencing many schools of architecture and the profession as a whole has led to a very diminished pool of high school students interested in architecture as a major.
- The overall health and economic condition of the state, the region and the city, which in turn impacts the financial health of the University and the functioning of the School of Architecture. This affect is also impacted greatly by the poor perception of Detroit overall that is not limited to economic conditions.
- The differential in tuition with local competition and the significant increases in the past 6 years in UDM tuition. This is also influenced by the *perception* of the cost of UDM, since many prospective students are not aware of the high discount rate at the University.
- Increasing competition from other regional schools of architecture for a shrinking population of prospective students.
- Ineffective centralized university recruitment and admissions practices that have exacerbated enrollment challenges for the School and the University, and the inability of the University to leverage positive developments into adequate news coverage and other forms of media exposure.
- Limited student living options both on campus and off campus presents a dilemma for attracting as well as retaining the residential architecture student population, including out-of-state students. Apartments, lofts and condominiums are not found in close vicinity to campus. The current dormitories are outdated and lack the amenities that modern students demand. (Although the recent addition of a fitness center is very helpful, and there have been some modest renovations to the dorms recently.)
- Finding sufficient funds within the University to maintain, improve and expand operations and programs. Most noticeably evidenced by the university-wide hiring freeze for both faculty and staff.
- Finally, the school and its energetic faculty and administration may have a tendency to "try and do too much" for a school of its size and resources. This can lead to unfulfilled promises and ultimately, loss of energy in the program.

Self-Assessment Procedures

The School of Architecture is assessed at many levels in addition to the self-study required by the NAAB. The complex and multi-layered assessment process includes the following:

- Mock Team Room: at the end of every semester representative student work from design studios (high and low pass) is collected and the high pass projects are put on exhibit. These works are then reviewed by full time and adjunct faculty occasionally with alumni participation, as well as student participation for certain levels of the program each

semester. The broad ranging discussions that come from this half day session deal with issues such as transition between years and semesters; work that meets NAAB Student Performance Criteria; and gaps in the design knowledge of our students. These discussions lead to proposed curricular changes, which are brought to the Curriculum Committee of the Faculty Council and then to the full Faculty Council for action. An example of this is the realization that the transition from first year (abstract design issues) to second year (building design and systems integration) was too abrupt. Refinements in the first and second year studio objectives and ideas about collaboration between first and second year studios continue to evolve from these discussions. These discussions also influence points of emphasis in the curriculum and studio environment that are then reinforced with faculty through ongoing informal discussions with the Dean and Associate Dean.

Parallel to the mock team rooms evaluating design, smaller sessions are occasionally held with discipline specific full time and adjunct faculty and appropriate alumni to evaluate other curricular focus areas—Visual Communications, Technology and Structures, History and Theory and the Profession. For these sessions, faculty submit high and low pass student work including exams and papers. Again, if through these reviews it is determined that we need to change the curriculum it is submitted to the Curriculum Committee of the Faculty Council and action is taken. A recent example of this is a decision to begin integrating digital graphic techniques in the first year and to build on those skills in a more organized fashion in the second year. The construction and structures courses were also reviewed recently to confirm that there is a good synergy of content in these courses without too much redundancy.

- Programmatic Review: the University instituted a program review process in the 2006-2007 academic year as part of a new faculty governance program. The McNichols Faculty Assembly (MFA) through its undergraduate and graduate program review subcommittees reviews programs on a five to seven year cycle depending on the accreditation cycle for programs where relevant. Architecture, which was a pilot for program review in 2001 under a slightly different system was reviewed by this process in AY2007-2008.

The architecture program will be under review again in the AY 2013-2014 year to coincide with the NAAB accreditation process. Our program review document is due to the Academic Vice President on September 15, 2013. From there it is distributed to the university review committee. Recommendations are made to the McNichols Faculty Assembly by March 15, 2014. Final decisions are due from the AVP by April 30.

- Faculty Council and Student Advisory Group (SAG): Faculty Council consists of all full time faculty who meet every two weeks during the Fall and Winter term and as required during the summer. The Dean and Associate Dean are *ex officio*, non-voting members and generally attend all meetings unless the Council deems they require a private meeting. The Faculty Council has two basic purposes: advancing the academic progress of the program through curriculum and student reviews; and two, advising the Dean on non-curriculum matters. Faculty Council chairs are selected through an alphabetic rotation system. Generally, the Chair and the Dean work out the agenda of meetings. If an agenda topic is of interest to adjunct faculty, then they are invited to attend council meetings. It is at these meetings that curricular issues are discussed and changes to the curriculum and other aspects of the program are made based upon a variety of inputs. Sub-committees and task forces are appointed as required to advance the work of the committee.

The Student Advisory Group (SAG) consists of representatives from each studio in the School and a representative from AIAS, and NOMAS, and one representative each from the Masters of Community Development Program and the Digital Media Studies Program. It meets on an every two to three week basis and regularly discusses issues brought forth by students including curricular issues. This is the forum where topics such as faculty

searches, curricular changes, facility upgrades and the like are aired and, if necessary, taken to Faculty Council.

- University Assessment Committee: There is also a university wide assessment process that focuses on learning outcomes across the university. For example, this year writing skills are being assessed, and each program is required to submit reports on specific classes with significant writing components and comment on assessment and progress with learning outcomes.
- Coop Employer Reviews: the SOA has a two-term mandatory cooperative education program where upper level students work in the offices of architects or in fields related to architecture. This can, and does, happen anywhere in the world although the vast majority are in the Midwest. At the end of each term, the coop employer prepares evaluations of student performance, these evaluations are reviewed by the Co-op Director and the Dean and issues that impact curriculum are brought to the Faculty Council and issues that directly impact students are discussed with the Student Advisory Group. Generally, coop employers are extremely pleased with the performance of UDMSOA students.
- Faculty Retreats: The Dean hosts an annual one or two day faculty retreat each summer. Full time faculty attend the retreat and the primary agenda is the Strategic Plan of the School of Architecture. The Strategic Plan is reviewed as to the School's progress in meeting the timetable and objectives outlined in the plan. Selected critical objectives are reviewed in detail, revised as appropriate and/or new objectives added.
- Graduate Surveys: in some years, the SOA has conducted surveys of graduating students that asks them to evaluate various aspects of the program. These surveys indicate the strengths and weaknesses of the program from the graduate student perspective and, in the future, from graduates of the program who can look back with more experienced insight. In addition, the Career Center and Cooperative Education office does a survey of graduates, which include architecture graduates in the responders. Results from these surveys influence the strategic planning process.
- Licensing Exam Passing Rates: the ARE passing rates are reviewed to look for patterns of weaknesses in our students through multiple years.
- Dean's Advisory Board: Each college and school at UDM has a Dean's Advisory Board. Although these groups have been formed fairly recently with several objectives in mind including fund raising, the primary purpose of the group is to review the program and look to the future as to where the profession and hence education is going. Members of this group are both alumni and leaders in architecture and related fields including development and construction and they have actively engaged their advisory role.

The process outlined above assures that we have adequate external and internal review of our program and that the program has the information required to continue to advance our ability to fulfill the mission and respond to weaknesses.

1.2 Resources

1.2.1 Human Resources & Human Resource Development

Faculty and Staff

The faculty of the School of Architecture consists of twelve full-time and a varying number of adjunct faculty each term depending upon research leaves and the number of electives in the graduate program and sections of studio needed. For AY 2013-2014 the total number of adjuncts is expected to be 17. In terms of teaching load, adjuncts account for teaching approximately 35% of the total number of courses/sections. Of the current faculty, seven are tenured professors or associate professors and three are non-tenured assistant professors, all of whom are expecting to apply for tenure and promotion in the coming year. The remaining two are instructors who are serving full time one-year non-tenure track appointments. In addition, the Dean, and the Associate Dean, who both teach on a variable schedule, are tenured professors. All full-time faculty teach one design studio and one lecture course or visual communication studio per term, several serve as academic advisors and all participate on committees as required. Adjunct faculty teach design or lecture or seminar courses, some required and some elective. Several adjuncts teach two courses.

The number of weekly contact hours for faculty teaching lower level design studios (1st and 2nd year) is 12. Contact hours for upper level and masters studios are 14 hours per week. First year studios average about 11 or 12 students, second year studios average about 12 or 14 students and upper level studios average between 11 and 13 students. Masters studios normally have no more than 8 to 10 students. In total the student faculty ratio for studios is about 1:12.

Of the full time faculty, five out of twelve are licensed architects in the United States and 2 are licensed to practice in Europe (plus the Dean and Associate Dean who are also licensed.) Some faculty maintain an active practice or consult professionally on an ad hoc basis. All adjunct faculty in the design studios are practicing in an architectural office, either as a licensed professional or as staff working towards IDP credit, or in alternative practice. The mix of practicing architects is important to the SOA to meet its desire to have an appropriate balance between practice and theory.

The committee load on full-time architectural faculty is particularly heavy because of the small size of the faculty and the number of University committees requiring participation from each college or school. Because of this, the Academic Vice President has allowed some university committees to leave positions held for architecture faculty unfilled.

Faculty are evaluated each term and for each class by student evaluations. These evaluations are available for review by the Visiting Team, if desired. In general, School of Architecture faculty perform particularly well on these evaluations although completion rates of these surveys have dropped substantially across the university. The university is currently investing in a new course evaluation platform to attempt to reverse this trend.

Faculty provide support for students relative to IDP in two ways. Professor Stephen LaGrassa is the official IDP Education Coordinator and has been serving in that role for a number of years. He regularly attends annual IDP Coordinator training and development programs which is supported as necessary through the School for travel expenses. He is available for students for any questions concerning IDP or other career advice, and completes the necessary paperwork for students to sign up for IDP. Professor La Grassa currently serves on the national Intern Development Program Advisory Committee. This 13 person nation wide committee is selected by the American Institute of Architects and is composed of representatives from the American Collegiate Schools of Architecture, the American Institute of Architecture Students, the National Council of Architecture Registration Boards, and the AIA. The importance of IDP is reinforced in the class he teaches in the 5th year, ARCH 5190, Profession of Architecture, and he also offers a lecture on the subject in the Intro. to Architecture Class ARCH 1190.

Additionally, in the context of our Co-Op program, the Co-Op Director, who is a practicing architect, is familiar with the IDP process and serves as an informal IDP advisor in relation to preparing

students for their Co-Op experience. All students are encouraged to initiate the IDP process in their 3rd year of study.

Brief resumes for full time faculty are included in Supplemental Information, Section 4.4. Resumes of adjunct faculty who are retained on an ongoing basis are found in the same section.

University policies on equal employment opportunities and other employment policies can be found at the following link:

http://www.udmercy.edu/pc_draft/employment/index.htm#Affirmative

Major Guest Lecture Series Speakers:

2007 – 2013:	<i>Evan Webber</i>	<i>Etienne Turpin</i>
<i>David Lee</i>	<i>Julie Snow</i>	<i>Jimenez Lai</i>
<i>Andrew Freear</i>	<i>Guy Battle</i>	<i>Teddy Cruz</i>
<i>Samuel Asseffa</i>	<i>Matt Rossetti</i>	<i>Theaster Gates</i>
<i>Lisa Krohn</i>	<i>John Norquist</i>	<i>Mickey Jacob</i>
<i>Pierre Belanger</i>	<i>Mark Sexton</i>	
<i>Maurizio Sabini</i>	<i>Leon Krier</i>	Planned for 2013-14:
<i>Will Alsop</i>	<i>Jon Calame</i>	<i>James Timberlake</i>
<i>Andrew Zago</i>	<i>Douglas Farr</i>	<i>Christophe Hutin</i>
<i>Susan Sellers</i>	<i>Will Wittig</i>	<i>Liz Ogbu</i>
<i>Andrea Boschetti</i>	<i>Rainy Hamilton</i>	<i>Dan Pitera</i>
<i>Alberto Francini</i>	<i>Joe Coriaty</i>	<i>Mary Miss</i>
<i>Gino Rossetti</i>	<i>Jaques Ferrier</i>	<i>John Ronan</i>
<i>Walter Hood</i>	<i>Pauline Marchetti</i>	<i>Alex Krieger</i>
<i>Terri Schwarz</i>	<i>Brigitte Shim</i>	

In addition there is an informal lecture series called “Friday’s @ 5.” This series allows for a variety of speakers who may be scheduled on shorter notice than the major national/international series. Speakers have included faculty from UDM and other institutions, local practitioners and artists, visiting faculty from Poland, etc., and are too numerous to list.

Selected Exhibitions:

Women and Gender Studies Bi-Annual Themed and Juried Art Show, 2008, 2010, 2012
Autobahn UDM Theater Company Performance, 2012
Detroit Future City Exhibit, 2013
Detroit Design Festival Exhibition, 2011, 2013
Inside Lafayette Park – Mies Show, 2012
SOA 50th Anniversary Alumni Show, 2013

Teaching Assignments - Required Courses - Fall 2011 - Winter 2013																				
Fall 2011																				
Faculty Member	Summary of Expertise	ARCH 1100	ARCH 1110	ARCH 1190	ARCH 1300	ARCH 2100, 2200, 2300	ARCH 2120	ARCH 2140	ARCH 2150	ARCH 2160	ARCH 2190	ARCH 2330	ARCH 2440	ARCH 2520	ARCH 3000	ARCH 3010	ARCH 3020	ARCH 4100	ARCH 5100, 5110 ARCH 5590	
Bernasconi, Claudia	2 M.Arch Degrees, Prof. License in Europe, 8 years teaching, research expertise in urban planning/transportation, member of EDRA Licensed Architect, AIAF, Juris Doctor & Michigan Bar Assoc., 10 years adjunct teaching experience					x														
Butfers, Fred	Licensed Structural Engineer in 44 states, PhD in Engineering, Prof. Practice for many years, 30 years adjunct teaching experience																			x
Colandrea, Aldo	B.S. in Landscape Arch., Masters of Urban Design, 20 years prof. experience, 4 years adjunct teaching											x								
Cross, Charles	M.Arch, 11 years prof. experience, Licensed Arch., Principle @ Smith Group, building enclosure specialist, 4 years adjunct teaching																			
Dunlap, Andrew	M. Arch, 25 years prof. practice, 22 years teaching experience																			
Farrow, Mark	M. Arch, 2 years adjunct teaching experience, 6 years prof. practice, LEED AP, NCARB IDP Auxiliary Coord.																			
Froehlich, Alex	PhD, Licensed Architect in Poland, 25 years teaching experience, 5 years prof. practice, extensive research in digital media / visual communications																			
Fuchs, Wlodek	Licensed Architect, B. Arch. + M. Arch., 15 years prof. practice, 6 years teaching experience																			
Heidgerken, Tadd	Professional Artist, 11 years adjunct teaching exp. + high school art for 30 years																			
Henderson, Marie	Licensed Architect, M. Arch, significant expertise in sustainability, 30+ years of teaching exp.																			
LaGrassa, Stephen																				

Fall 2011 - Continued		ARCH 1100	ARCH 1110	ARCH 1190	ARCH 1300	ARCH 2100, 2200, 2300	ARCH 2120	ARCH 2140	ARCH 2150	ARCH 2160	ARCH 2180	ARCH 2330	ARCH 2440	ARCH 2520	ARCH 3000	ARCH 3010	ARCH 3020	ARCH 4100	ARCH 5100, 5110 ARCH 5500	
Faculty Member	Summary of Expertise	ARCH 1100	ARCH 1110	ARCH 1190	ARCH 1300	ARCH 2100, 2200, 2300	ARCH 2120	ARCH 2140	ARCH 2150	ARCH 2160	ARCH 2180	ARCH 2330	ARCH 2440	ARCH 2520	ARCH 3000	ARCH 3010	ARCH 3020	ARCH 4100	ARCH 5100, 5110 ARCH 5500	
	B. Arch. & M.S. in CIS, 35 years teaching experience Fulbright Fellow, history and theory expertise																			
Martinitico, Tony	M. Arch, 10 years prof experience, extensive expertise in digital media				x															
Moore, Chandra	Licensed Architect, 35 years prof. practice & 35 years teaching, visual communications expertise									x										
Mueller, John	Licensed Architect, 30 years prof. experience, 30 years teaching, environmental technology expertise																			
Odoerfer, Joe	B. Arch., BFA, and MFA, 12 years teaching experience, multiple video screenings and awards						x													x
Pitera, Allegra	M. Arch., 13 years prof. experience, 5 years adjunct teaching experience																			
Rakich, Amy	Licensed Architect, B. Arch. & S.M. Arch, 15 years prof. experience, multiple publications on urbanism																			
Resnick, Noah	Licensed Architect, B. Arch., 25 years prof. experience, 10 years adjunct teaching experience																			
Roberts, Tom	M. Arch, M. Urban Design, 15 years prof. experience, 3 years teaching, urban design and community design				x															
Stanard, Virginia	Licensed Architect, AIA, 25 years prof. experience, 7 years adjunct teaching experience																			
Swanson, Karen	Licensed Architect, 15 years prof. practice, 10 years adjunct teaching, extensive knowledge of digital media																			
Taylor, Matt	Licensed Architect, AIA Michigan Board of Directors expertise in ecological design and design build, thesis advisor for 8 years																			
Wittig, Will																				

Winter 2012		ARCH 1160	ARCH 1200	ARCH 1210	ARCH 1230	ARCH 1390	ARCH 1400	ARCH 2100, 2200, 2300	ARCH 2130	ARCH 2220	ARCH 2250	ARCH 2340	ARCH 2430	ARCH 3000	ARCH 3010	ARCH 3020	ARCH 4100	ARCH 5200, 5210	ARCH 5190	PYC 2650
Faculty Member	Summary of Expertise																			
<i>Blume, Libby</i>	PhD in Human Development, Certified Family Life Educator and Art Practice, 30 years teaching experience		x																	
<i>Colandrea, Aldo</i>	see above																			
<i>Dunlap, Andrew</i>	see above																			
<i>Farlow, Mark</i>	see above																			
<i>Froehlich, Alex</i>	see above																			
<i>Fuchs, Wlodek</i>	see above																			
<i>Heidgerken, Tadd</i>	see above																			
<i>Henderson, Marie</i>	see above																			
<i>LaGrassa, Stephen</i>	see above																			
<i>Martinico, Tony</i>	see above																			
<i>McCulloch, Michael</i>	Licensed Architect, B. Arch., MS, Urban Design, PhD candidate, 6 years teaching experience, 3 years prof. experience, history and theory																			
<i>Moore, Chandra</i>	see above																			
<i>Moore, Dorian</i>	Licensed Architect, M. Arch., 25 years prof. practice, 20 years adjunct teaching exp., urban design																			
<i>Mueller, John</i>	see above																			
<i>Nix, Becky</i>	B. Arch., 10 years prof. experience, several years teaching, design and digital media																			
<i>Odoerfer, Joe</i>	see above																			
<i>Pitera, Allegra</i>	see above																			
<i>Rakich, Amy</i>	see above																			
<i>Resnick, Noah</i>	see above																			
<i>Roberts, Tom</i>	see above																			
<i>Sunghera, Gilbert</i>	Society of Jesus, AIA Assoc., M. Arch., M. Div., STM, 15 years prof. experience, 6 years teaching, publications on liturgical/spiritual space																			
<i>Swanson, Karen</i>	see above																			
<i>Wittig, Will</i>	see above																			

Fall 2012		ARCH 1100	ARCH 1110	ARCH 1190	ARCH 1300	ARCH 2100, 2200, 2300	ARCH 2120	ARCH 2140	ARCH 2150	ARCH 2160	ARCH 2180	ARCH 2330	ARCH 2440	ARCH 2520	ARCH 3000	ARCH 3010	ARCH 3020	ARCH 4100	ARCH 5100, 5110 ARCH 5590
Faculty Member	Summary of Expertise																		
Bernasconi, Claudia	see above																		
Butlers, Fred	see above																		
Colandrea, Aldo	see above																		
Cross, Charles	see above																		
Dunlap, Andrew	see above																		
Fuchs, Wlodek	see above																		
Heidgerken, Tadd	see above																		
Henderson, Marie	see above																		
LaGrassa, Stephen	see above																		
Martinico, Tony	see above																		
Mazur, Jan	M. Arch & M. Art, Licensed Architect in Poland, 15 years teaching experience, research in memorials																		
Moore, Dorian	see above																		
Mueller, John	see above																		
Odoerfer, Joe	see above																		
Pitera, Allegra	see above																		
Rakich, Amy	see above																		
Resnick, Noah	see above																		
Storm, Dean	M. Arch., Partner - Spirit of Space video consultant B.S. Interior Arch., M.S. Historic Preservation, 8 years prof. experience																		
Swift, Amy	see above																		
Taylor, Matt	see above																		
Vogel, Stephen	Licensed Architect, FAIA, M. Arch., 45 years prof. experience, 28 years teaching, 18 years Dean, historic preservation and urban design																		
Wittig, Will	see above																		

Winter 2013		ARCH 1160	ARCH 1200	ARCH 1210	ARCH 1230	ARCH 1400	ARCH 2100, 2200, 2300	ARCH 2130	ARCH 2220	ARCH 2250	ARCH 2340	ARCH 2430	ARCH 3000	ARCH 3010	ARCH 3020	ARCH 4100	ARCH 5200, 5210	ARCH 5190	PYC 2650
Faculty Member	Summary of Expertise																		
Bernasconi, Claudia	see above																		
Blume, Libby	see above																		
Colandrea, Aldo	see above																		
Dunlap, Andrew	see above																		
Fuchs, Wade	see above																		
Heidgerken, Tadd	see above																		
Henderson, Marie	see above																		
LaGrassa, Stephen	see above																		
Martinico, Tony	see above																		
Moore, Dorian	see above																		
Mueller, John	see above																		
Nix, Becky	see above																		
Odoerfer, Joe	see above																		
Pitera, Allegra	see above																		
Rakich, Amy	see above																		
Resnick, Noah	see above																		
Storm, Dean	see above																		
Sunghera, Gilbert	see above																		
Vogel, Stephen	see above																		
Wittig, Will	see above																		

Administration

Significant restructuring of the administration and staff has occurred since the last accreditation visit. The previous Dean, Stephen Vogel, stepped down in 2011 after serving as Dean for 18 years to return to the faculty. The current Dean, Will Wittig, began serving in that role in May of 2011. In the winter of 2012, the previous Assistant Dean for Business Affairs announced her retirement, which enabled a significant restructuring that was put in motion at that time and will be complete as of August 2013. Those changes are summarized as follows:

- Replacement of the Assistant Dean position with a new Business Manager for the School of Architecture and the Detroit Collaborative Design Center to be filled through an open search. The position was filled in March of 2013.
- Reinstatement of the Associate Dean position to be filled by Prof. Joe Odoerfer as of Aug. 2013.
- Reinstatement of the Director of International Studies to be filled by Assoc. Prof. Wlodek Fuchs as of Aug. 2013.
- Acceptance of the continued freeze on the Dean's Assistant position, which was vacated in August of 2012 and not filled.

Responsibility for the administration of the School resides with the Dean and the Associate Dean and several program directors: Director of the Graduate Program in Architecture; the Director of the Design Center; Director of Digital Media Studies; Co-Directors of the Master of Community Development Program, Director of International Studies, and the Director of the Co-Op program. An administrative chart is found below in section 1.2.2.

- Most of the directors noted above are given an administrative stipend that is roughly equivalent to an overload payment comparable to between three and eight credit hours depending on the scope of their duties. Course releases could be considered in place of monetary compensation, but all have elected the overload payment.
- The Director of the Design Center is a full time tenured faculty who teaches when available and is paid on a twelve-month contract to administer the Design Center.
- The Director of the Co-Op program is an adjunct with an ongoing series of term contracts that is essentially equivalent to a 12-month part time appointment. This arrangement is relatively recent, as administration of the Co-Op program had been handled by a centralized University office in the past.
- The Director of International Studies is a newly reinstated position that had been abandoned due to budget constraints several years ago.
- The position of Associate Dean is a newly reinstated position. After a previous Associate Dean stepped down several years ago there has not been an Associate Dean until the position was reinstated as of August 2013. The Associate Dean has agreed to continue to teach 3 lecture courses with overload pay unless and until suitable adjuncts become available to teach those courses.
- The Dean teaches two 1 credit hour courses, Introduction to Architecture I and II.

Staff

The administrative staff for the School of Architecture consists of one full-time administrative assistant with the title Office Manager, a Business Manager who is allocated to the School of Architecture 2/3 time and the Detroit Collaborative Design Center 1/3 time, an Information Technology network administrator who reports to the Associate Vice President for IT but serves the School of Architecture three days a week, a part time Development Officer, who reports to the Vice President for University Advancement, and the staff of the Design Center. Administrative staff are also supported by work-study students. The Director of the Detroit Collaborative Design Center (a full time faculty) is supported by an Associate Director whose primary duties include office management, budget, and personnel and grant writing. The Design Center also has several full time senior staff who oversee the projects of the Center. In any given term the Design Center employs several Co-Op students and utilizes work-study students part time.

The staff do not teach with the exception of the Design Center full time staff who are available to teach studio and seminar courses in the Architecture and Masters of Community Development programs. All Design Center full time staff are eligible to teach as part of their work duties provided there is agreement to do so between the employee, the Dean, and the Director of the Design Center. They are compensated with additional pay at the same rates as other adjuncts.

Significant Problems

The ability to respond effectively to faculty needs and other staffing concerns has been hampered by a University wide hiring freeze that has been in place at least since July of 2011. This has meant for example that the current Dean has served for most of his tenure without an administrative assistant. This has also meant that even though there have been faculty departures in the last several years, we have not been authorized to conduct searches to replace faculty, which is true for most academic units on campus. However, we have been able to replace faculty in the short term with one-year non tenure-track appointments. For example, one faculty member left unexpectedly in July of 2011, and the School was authorized immediately to offer a one-year full time contract to a seasoned adjunct, which was then renewed for a second year. Also, when the reinstatement of the Associate Dean Position was approved, initially a search was approved for that position. Soon after, the decision was made to fill that position with a current member of the faculty. The timing of that decision was such that a faculty search in place of an administrative search was not feasible, so a second non-tenure track position was approved to fill that faculty vacancy. Two faculty who previously have served the School well as adjuncts will be filling these two full time instructor positions in the coming academic year. However, the demands that can be made on those individuals in terms of committee assignments, etc. is limited, as is their ability to influence the culture and curriculum of the program given the temporary nature of those positions.

Furthermore, due to declining enrollment for the University and in the School of Architecture in particular it is quite possible that a tenure track search that should occur this academic year to replace both the faculty member lost in 2011 and the move of a faculty member to the Associate Dean position will not occur. Furthermore, there are at least two tenured faculty members who are contemplating retirement soon, and one who is on a personal leave without pay this year, who may or may not return in the following year. The replacement of these long standing faculty members may also be in jeopardy due to recent declines in enrollment and financial challenges faced by the University. This is perhaps the most serious concern we face in terms of the sustainability and health of the program. If the University administration continues to tie current enrollment challenges to the long term staffing of the faculty, it may be very difficult to maintain the academic quality necessary to continue to recruit and retain students in the program.

Finally, a number of years ago, the School of Architecture lost its wood shop coordinator through budget cuts. This position has never been filled. This is a significant issue for the school since for safety reasons we keep the wood shop open only for a minimum of hours under supervision of work-study students. We wish to implement a new model shop and to include more design build opportunities for the program, both of which require a restructuring of the wood shop and related facilities and the hiring of a staff member to oversee these operations.

Appointment, Promotion, and Tenure; Faculty Development

Full time tenure track faculty appointments occur through an evaluation process involving the dean, the Faculty Council and the Student Advisory Group. In a typical scenario an applicant's resume is reviewed by the Dean and the Faculty after which the Faculty Council is convened to evaluate and rank each applicant. Typically the dean also ranks the candidates and the Faculty Council and the Dean come to a consensus on who is to be interviewed. The dean's office follows-up by checking references. The dean invites the prime candidates to be interviewed by the Faculty Council and by the Student Advisory Group. The Faculty Council and the Student Advisory Group provides its evaluations and recommendations to the dean. In addition, the candidates present a lecture to the

assembled school including part time faculty and the student body. Individual students and faculty can submit evaluation forms to the dean. The dean determines a final candidate or ranking of candidates to the Academic Vice President for negotiation and appointment. The Academic Vice President, who also has interviewed the finalists, has the final say on the hiring of full time tenure track and non-tenure track faculty. In the last 20 years, no recommendation from a consensus of faculty and students has differed from the dean's recommendation and likewise the Provost has always followed the recommendation from the school and the Dean.

Adjunct faculty and non-tenure track faculty on one or two year appointments are typically hired by the Dean with or without formal input from the Faculty Council, but often with the input of a program director, or other key faculty familiar with the candidate and/or the expertise necessary to fill a particular role.

The Dean reviews and critiques all tenure-track faculty annually as to the faculty's progress towards tenure in the areas of teaching, research and service. This process follows well-established University guidelines to minimize "surprises" when the faculty reaches the critical years for tenure. Promotion and tenure decisions are initiated by the faculty member according to procedures established by the University. Upon receipt of the application by the Dean, it is referred to the School of Architecture Promotion and Tenure Committee for its recommendation. The School's committee is made up of all tenured SOA faculty. The committee recommendation is provided to the dean and the dean also prepares an evaluation and recommendation. Minority recommendations may also be filed. These recommendations are then sent to the University Promotion and Tenure Committee with the full dossier of the candidate. Candidates also solicit evaluations from external reviewers, which are included in the candidate's dossier. The University Promotion and Tenure Committee evaluates the dossier and the recommendations from the School and determine its recommendation. One member of the SOA faculty sits on the University and Promotion and Tenure Committee. All recommendations and the dossier are submitted to the Academic Vice-President for a final decision. The process noted above takes approximately six months to complete. In the last 20 years, all recommendations by the Dean and SOA Promotion and Tenure Committee have been in agreement and have been approved by the University.

Student evaluations of academic courses and the faculty that teach them are conducted at the end of each term. This evaluation is done on line and remains confidential and anonymous. The results are provided to faculty and the dean only after grading is completed. These evaluations are part of the teaching portfolio submitted by faculty for promotion or tenure. The dean reviews the student evaluations every term and, when appropriate, discusses issues with the faculty. In extreme cases of poor evaluations, adjunct faculty are not invited back to teach. (Directors of the Digital Media Studies and Master of Community Development programs also review the evaluations for their adjuncts.) The response rate from students both University wide and for the School of Architecture have been quite low in recent years. The Academic Leadership Team for the University is currently discussing new protocols for the enforcement of course and faculty evaluations and enhanced software solutions are being put in place.

Likewise, faculty are encouraged to develop their teaching, research and community service activities in numerous ways including support of faculty travel for research and exhibitions; support of grant writing; support in the engagement in practice, especially reflective practice; and encouragement to engage in service activities that coincide with their interests both within the University and within the broader community. The Faculty Development Committee of the University and the Provost's Office regularly schedules symposia, lectures or workshops for improvement of teaching, research or assessment skills of faculty. The Instructional Design Studio, part of the McNichols Campus Library, provides instruction and individual mentoring each semester in the creation of "Black Board" web sites for web enhanced faculty courses. Most architecture faculty take advantage of this service and most have a Black Board site for each of their courses.

As appropriate, support staff in the administrative offices and in the Design Center are also encouraged to attend educational opportunities both within and without the University. If

weaknesses are found in certain skill levels an attempt is made to improve abilities through courses. In addition, all staff may take courses at the University for free.

Other professional development opportunities for faculty include a stipend for attendance at scholarly meetings; professional leaves without pay; and University research leaves for a semester or a year with proportional salary for tenured faculty. The latter leaves are awarded competitively each year. Additionally, the School of Architecture also uses fund-raised money for faculty or administrator attendance at conferences and meetings.

The Polish Exchange Program and Volterra Study Program provide additional opportunities for faculty. Faculty leaders of these programs are supported each year with stipends, travel expenses, and living expenses. Faculty participation in both programs is determined on a rotating system among all full time faculty. However, because the Polish exchange program occurs in the Winter Semester, fewer full time faculty participate because they do not want to put their children in the very expensive US Embassy school or to spend the Winter away from their family.

Facilitation of Faculty Research, Scholarship, and Creative Activities

The School of Architecture actively promotes faculty research and practice. Since the last visit of the NAAB accreditation team, the following faculty have been awarded paid research leaves (no other faculty have applied for research leaves during this time period):

- Professor Stephen P. Vogel, one year, following retirement as dean, 2011-12
- Professor Stephen La Grassa, one year paid research leave 2012-13

The full time faculty resumes submitted with this APR show the support of the SOA in sending faculty to present papers at regional or national conferences and in receiving awards and recognition for their work.

Faculty have been visiting lecturers and critics at universities across the United States and Canada. Included are the University of Michigan, Lawrence Technological University, Ryerson University, Kent State University, Miami University, University of Illinois Urbana-Champaign, Clemson University, Carleton University, Ball State University, Georgia Institute of Technology, Illinois Institute of Technology, Boston Architectural Center, Massachusetts Institute of Technology, Harvard University, University of Virginia, University of Massachusetts Amherst, Kent State University, University of Cincinnati, Chicago Art Institute, Clemson University, Wayne State University, Center for Creative Studies, Catholic University, and the Cranbrook Academy of Art.

The University provides support for faculty research from two areas. The Academic Vice President's staff includes a director of sponsored research who is available at any time to assist faculty with grant opportunities. This includes conducting searches for possible funding sources, advice on how to be competitive with various funders, and assistance in preparing and administering grants. The University Advancement office also has staff who can assist in a similar fashion with private foundation grants. Several faculty have been successful in recent years in securing funded research opportunities.

Finally, architectural practice is considered applied research by the University Promotion and Tenure Committee and is acceptable for promotion and tenure reviews. Many of the faculty practice or do other creative work that is not directly connected with the School of Architecture or through the Detroit Collaborative Design Center or, in the case of one faculty, through a liturgical consulting practice.

Students

The enrollment for the architecture program for Term 1, AY 2012-2013 was 155 students, 33 graduate and 122 undergraduate. This represents a significant decrease from 3 years prior when the total number was 225. The majority of students are of traditional age entering directly from high school, although a number of transfer students enter the program from other colleges and universities or community colleges. The average ACT score for an entering freshman over the last three years is 24.8 and the average GPA is 3.41. The students are selected from an interest pool that requires a minimum ACT of 22 and a minimum GPA of 2.8. Students who fall below these minimums but may show a particular aptitude for architecture are referred by the Admissions Office to the SOA dean. The dean may choose to interview the candidate and, if appropriate, may also admit students provisionally. Entry into the program does not require a portfolio.

The majority of students come from the Detroit metropolitan region and the balance from either out-state or out-of-state locations. The incoming class, which includes transfer students, recently has totaled about 30 students in any given year. The diversity of high schools they represent is broad and typically it is uncommon to have more than one student from a single high school in a given class.

Retention of architecture students within the University is relatively high in the School of Architecture. Even though like many schools of architecture we will lose about 40 or 50% of the students who start in architecture in comparison to the number who graduate with the professional degree, those students tend to stay at the University. Retention rates for the past three years are as follows:

From Fall to Winter Semesters of 1st year – 5 year average = 95.2% (2.9% above UDM average)
From Fall of 1st year to Fall of 2nd Year – 5 year average = 82.1% (2.6% above UDM average)

Student Support Services

Student support in the area of academic advising operates upon several levels. Each student has a full-time faculty member as an academic advisor. The advisor is available to the student throughout the year, and students are encouraged to consult with their advisor in addition to the registration advising sessions. The advising structure was modified in 2011 in response to feedback from students. The first year advisor is the dean; the second year students are then advised by one of three full time faculty advisors who remain with those students for the next three years (so 3 faculty are involved with this phase, they start with a class in their second year and then remain with that class until they enter the graduate program, then they start with a new 2nd year class and so on); and the fifth year advisor is the Director of the Graduate Architecture Program.

Personal difficulties encountered by students are addressed in conjunction with the faculty advisor, the Associate Dean or the Dean. When the difficulty exceeds the jurisdiction or expertise of these persons, the student is aided in contacting the Office of Student Affairs, Campus Ministry, Counseling Services, the Office of Career Planning, or the appropriate administrative unit. Trained counselors in these offices may provide direct assistance to the student or referral to more specialized help.

The Director of the Cooperative Education Program in the School of Architecture also provides support specifically with career planning. As has been noted, the curriculum has two mandatory coop requirements for architecture students that are preceded by a preparatory course that teaches students job interview techniques, resume writing, professionalism, portfolio making and the like. The Co-Op Director assists seniors and sometimes recent alumni with workshops, seminars, on-campus recruiting, and resume referral services, to name a few, in searching out job opportunities for the student.

The evaluation of student progress is a continuous process and includes assessment from individual and advisor review of academic achievement on a semester basis. The academic performance of all students, including those in good academic standing, is reviewed at least twice yearly by their faculty advisor. This occurs during the registration process as students may not register without meeting with or discussing with an advisor their past and future academic requirements. At such time mid-term grades are also examined. When any mid-term grade falls below a C, advisors follow-up with the student, determine the cause of the difficulty, and advise appropriate action.

The University has a system in place that tracks students' term and cumulative G.P.A. and assigns an academic status (Good Standing, Academic Warning, Probation, or Academic Dismissal) based on standard G.P.A. benchmarks set by each academic unit. Each academic unit also has the freedom to assign specific academic standing to students based on extenuating circumstances that may not be reflected by the standard benchmarks. For example, the School of Architecture may determine that a student may need to be placed on academic probation even though technically based on performance in a particular term the automatic system may have assigned a standing of Academic Warning. Likewise, students are not dismissed automatically without confirmation from the administration of the School of Architecture. At the end of each term the Dean (in the future the Associate Dean) consults with program directors and key faculty to confirm the appropriate action for each individual case.

In addition to Faculty based mentoring and advising, the AIAS chapter also provides student-to-student mentoring for all new students in the program. Each summer the names of all new students in the program including transfer students are provided to the AIAS leadership. They then recruit upper level students to participate as mentors and assign all new students a mentor. Time is allocated in studio during the first or second week of school to facilitate initial meetings between mentors and mentees. Students typically meet regularly on an informal basis with their mentors during the first year or the first two years in the School and they often maintain an informal relationship beyond that time.

Field Trips and Other Off-Campus Activities

The School of Architecture has consistently encouraged and supported students in a variety of field trips and other off campus activities. First year students regularly go on a field trip to a local architectural firm. The entire second year class annually takes a field trip in conjunction with their studio project either to Chicago or Pittsburgh. Other studios do field trips that are generally not conducted on a school-wide basis, but rather are organized by particular faculty and/or student groups to relate to studio projects or other activities. Many of these trips are local or regional in scope. Trips to Columbus, Ohio, Columbus, Indiana, Cleveland, Chicago, Toronto, Pittsburgh and the pilgrimage to Falling Water are typical.

As has been previously mentioned, the SOA operates two international programs that, in addition to full semesters of study, involve extensive travel and field trips. The program in Volterra, Italy includes formal field trips to Tuscan cities such as Florence and Siena; and longer trips to Rome. Students also typically travel on their own during long weekends and at the conclusion of the program in early August. The program in Warsaw, Poland involves informal long weekends in Prague, Berlin, Budapest, St. Petersburg and many Polish cities.

Student Scholarship

The University of Detroit Mercy is primarily a master's level institution that places more emphasis on teaching. However there are a number of opportunities for students to engage in research activities in collaboration with faculty.

- There are three courses that are routinely assigned paid teaching assistants; History and Theory III, Structures I, and Structures II. These students actively participate in these classes in a number of ways including conducting study sessions and providing extra support to students, as well as ongoing research assignments to support the faculty.
- The student led critical publication, *Dichotomy*, gives students opportunities to explore research topics in the development of a theme for each issue, and they have the opportunity to interact with the faculty sponsors and a variety of authors submitting work for publication.
- Some faculty from time to time have been successful in securing traditional funded research projects. In particular, Assistant Professor Bernasconi has been awarded a number of funded research grants, all of which have included participation by student research assistants, most of whom have been paid.
- Finally, the Detroit Collaborative Design Center, which has been discussed in a variety of sections of the report provides a “teaching-hospital model” learning environment where students have the opportunity to work side by side with faculty and other professionals on a variety of projects often funded by grant support.

Student Professional Societies, Honors Societies, and Other Student Activities

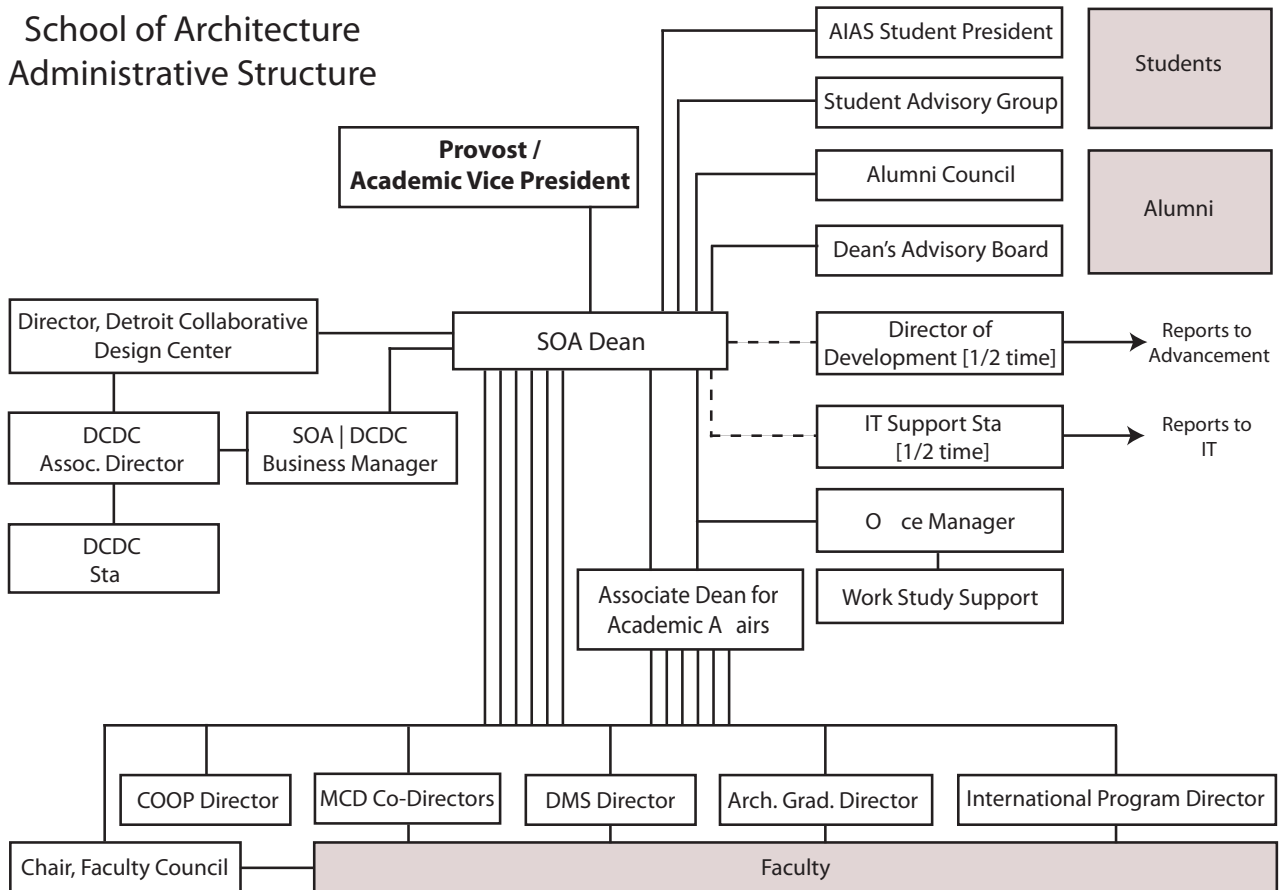
The SOA has a very active and effective chapter of the AIAS that promotes service programs as well as social and development programs for students. It regularly takes a large delegation to the national AIAS Forum. In 2011 they were awarded the national Chapter of the Year award. They are also commonly recognized on campus as one of the most effective student groups, and they are widely praised in particular for their student-to-student mentoring initiative. The National Organization of Minority Architecture Students recently has not been active but in the past has been involved in mentoring of students and promoting architecture in local high schools. Recently the chapter has been a co-sponsor with NOMA Detroit on an annual lecture as part of the lecture series. The university provides support for many student organizations as well as fraternities and sororities. Architecture students are members of these organizations if they coincide with their interests.

Architecture students may also participate in the Honors Program that provides intellectual opportunity and challenge for academically motivated students. Students additionally are invited, if qualified, to belong to national Jesuit and Mercy honor societies. Each year a graduating student is given the Alpha Rho Chi medal for service to the School.

1.2.2 Administrative Structure & Governance

Administrative Structure

School of Architecture Administrative Structure



Governance

Governance in the SOA is shared between the Dean of Architecture and the Faculty Council. The Faculty Council's primary authority lies in the area of the curriculum and this council is responsible for all curriculum reviews, changes in the curriculum and outcome assessment of the curriculum. Academic policies affecting students are also the purview of the Faculty Council.

The School of Architecture also houses two additional non-architecture degree programs. At the undergraduate level, this includes a Bachelor of Arts Degree in Digital Media Studies. This program is administered by a full time tenured faculty member in the School of Architecture who teaches in both the DMS and the Architecture programs. The Director reports to the Dean for issues related to faculty and program development, and also reports to the Associate Dean regarding scheduling and academic support issues. At the graduate level, the School is home to an interdisciplinary Masters of Community Development Program. The MCD Program is administered typically by two full time tenured faculty members who are Co-Directors. These directors have come from the faculty of the Architecture Program, the College of Liberal Arts and Education, and the Detroit Collaborative Design Center. The Co-Directors report to the Dean for issues related to faculty and program development, and also report to the Associate Dean regarding scheduling and academic support issues.

The students participate in these processes through the Student Advisory Group (SAG). This group is advisory to the Dean and, when appropriate, takes issues to the Faculty Council. Among the issues the group discusses is appropriateness of course work and concepts for advancing the curriculum. When ad hoc task forces are appointed, members of the Student Advisory Group are often asked to participate. When full time faculty hiring is occurring, SAG organizes student interview teams and conducts surveys of the student body after candidate lectures. The student response by both the interviewing committee and the surveys are then tabulated by the Dean to help determine the Dean's recommendation to the Academic Vice President for faculty hiring.

The Dean also operates on an "open door" policy and both students and faculty, as well as staff, are always welcome to meet with the Dean and express their concerns or praise of faculty, courses or new ideas for programs.

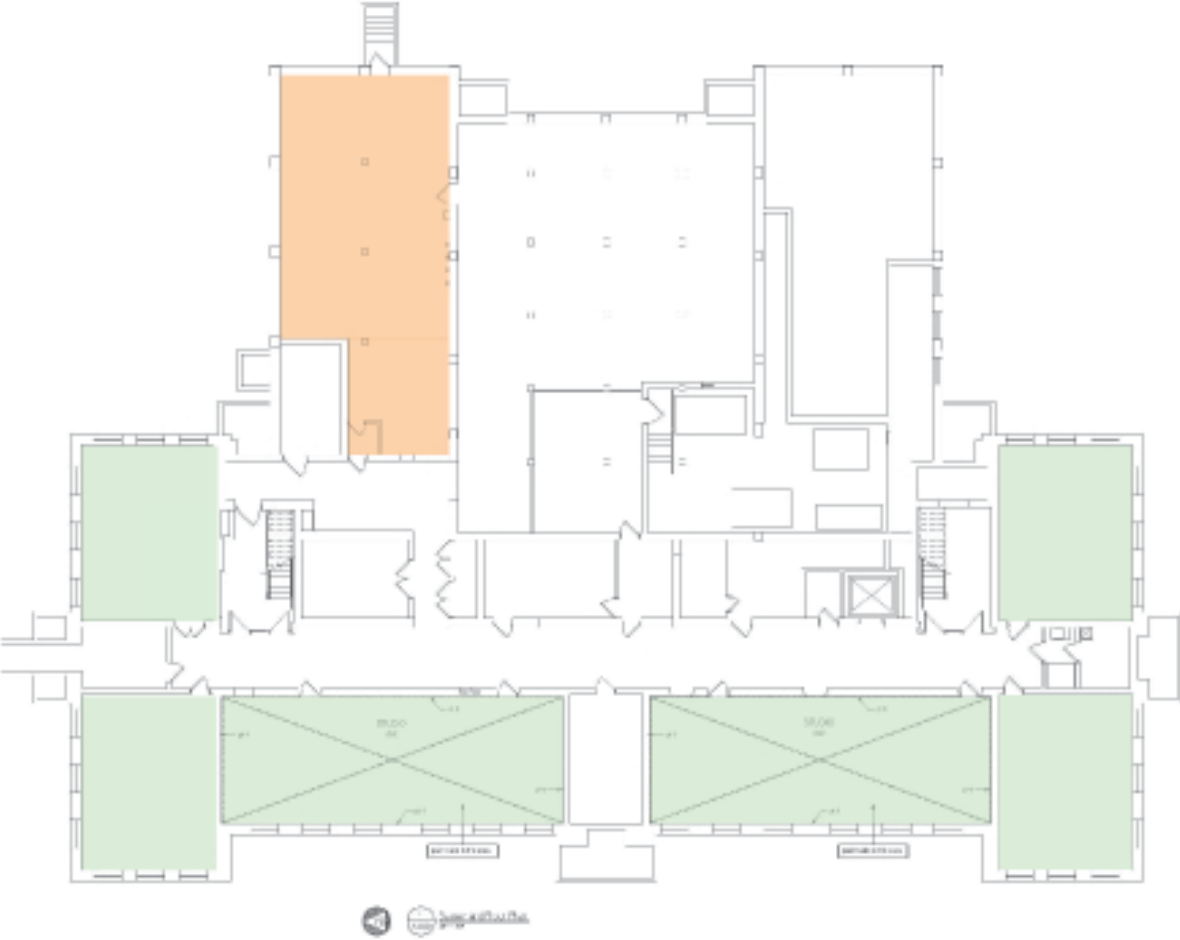
1.2.3 Physical Resources

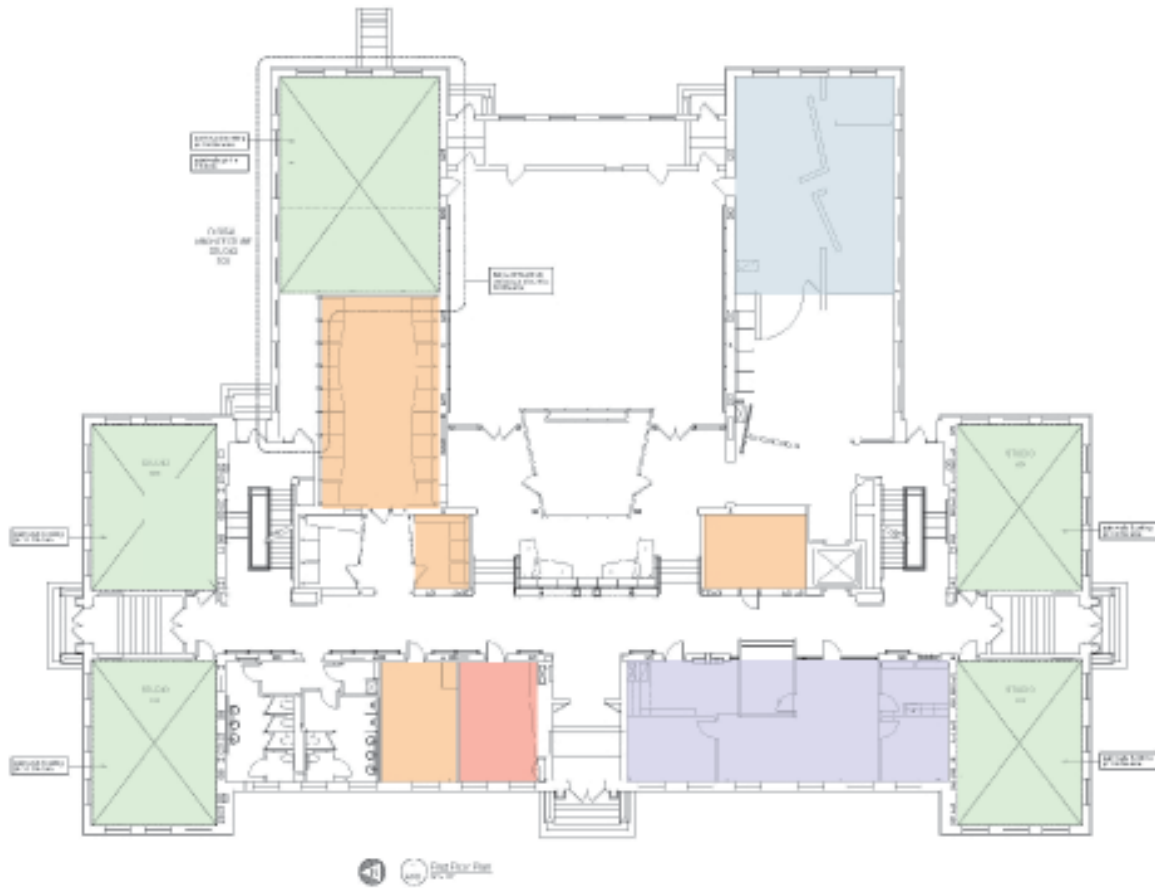
The School of Architecture is housed in its own building on the McNichols campus of the University of Detroit Mercy. The building was constructed in 1922 and was originally the Science Building. It was minimally renovated in 1975 to meet the needs of the architecture program in order to move the program from the Engineering Building. A new renovation program commenced in 1994 with a substantial gift from an alumni and the building was renamed the Warren Loranger Architecture Building in his honor. A renovation master plan was prepared for the building that identified approximately \$8.5 million (1994 dollars) of improvements needed to rehabilitate existing spaces and expand into spaces previously unused by the School. To date, a total of approximately \$ 7 million has been spent on the building. This renovation provided for barrier free access throughout the building; appropriate fire stairs and life safety system; and new electrical and ventilation systems, new lighting and power in the studios, new doors on many spaces, new exhibition space and new administrative offices. Recently faculty offices, studio spaces including new work stations, and other student support spaces have been renovated as well. Approximately 85% of the renovation is complete with the lower level of the three level structure still requiring improvements. The building provides more than adequate studio and office space for the school. All design studios, visual communications studios, computer instruction and workshops are housed in the building. Lecture classes occur in other buildings on campus. Seminar classes either take place in one of two seminar rooms in the Loranger Building or elsewhere on campus. An exhibition hall, corridor exhibition space and several jury spaces provide adequate space for exhibitions and juries. The Detroit Collaborative Design Center is also located in the Loranger Building. (During 2011 and 2012, the Design Center also occupied a satellite office in the Eastern Market area near downtown in order to provide for a more public presence in conjunction with the *Detroit Works Project*. We expect that they will continue to have some staff working off site in the future to support that project.)

The architecture library is located on the second floor of the McNichols Campus Library and Media Center. The Library is adjacent to the architecture building. The collection is housed in a distinct area, separate from the general stacks, called the Bargman Room, containing all NA books and bound periodicals.

The area breakdown of the Warren Loranger Building is as follows:

Design and Visual Communication Studios	14,700 sf
Computer Laboratories/Workshops	3,000 sf
Faculty Offices/Conference Rooms	2,700 sf
Exhibition Space	1,300 sf
Lecture and Seminar Spaces	1,200 sf
Administrative Offices/Conference Rooms	1,300 sf
Detroit Collaborative Design Center	1,000 sf
Student Offices	200 sf
Storage	2,700 sf
Net Area	28,100 sf
Support Area/Circulation/Mechanical	14,900 sf
Total Area	43,000 sf





1.2.4 Financial Resources

Several tables are shown below. First is the total tuition and fee revenue for the School of Architecture.

Second is the operating budget for the architecture program within the School of Architecture. It does not include the budgets for the Digital Media Studies program, Community Development program or the Detroit Collaborative Design Center.

Also shown is a breakdown of a variety of external fundraising accomplished by the School. These funds have been used for capital improvements, program enhancements, faculty and staff travel, student support, scholarships, etc.

Also shown is the University provided grant support and other grant and gift financial aid to architecture students. Architecture students, because of their high ACT scores and because they are more likely to live on campus, receive a higher proportion of aid than most other traditional aged students. (Admissions requirements ensure that all but conditionally admitted architecture students are granted merit scholarships by the University).

University support of indirect expenses such as administration, utilities, maintenance and the like are proportioned out to each College and School (except Dental and Law) based upon complicated formulas. If these expenses were compared with the operating budget and the tuition revenue of the Architecture program it would show that the School of Architecture annually contributes less than its share of overhead to the University. Several academic units at the University are in this financial position. From this point of view the University is financially supporting the Architecture program more so than some programs (most notably Dental and Nursing programs). However, the program provides a large number of full time traditional aged students who pay for dorms and meal plans, take courses from Liberal Arts, Business and Engineering and Science and in general are a solid backbone to the University as a whole. Additionally, as the less expensive Digital Media and Community Development programs grow, they should improve the financial picture of the School.

In previous years some cuts had been made in the operating budget. Remarkably, in the last several years the Architecture program has been spared any budget cuts even in the face of significant enrollment declines. The overall budget has actually increased each year, due primarily to salary increases that have been granted university-wide for staff and administrators, and salary increases for faculty that have been mandated by their collective bargaining agreement.

School of Architecture Tuition Revenue Summary

	Term 1	Term 2	Term 3	Total
2012-13	3,009,094.32	2,568,692.00	348,885.00	5,926,671.32
2011-12	3,110,397.00	2,915,945.50	250,902.50	6,277,245.00
2010-11	3,226,297.00	3,022,310.00	350,490.00	6,599,097.00
2009-10	3,520,054.00	3,268,574.00	459,060.00	7,247,688.00
2008-09	3,419,639.16	3,171,367.50	354,691.25	6,945,697.91
2007-08	3,479,238.75	2,981,132.00	361,720.00	6,822,090.75

UNIVERSITY OF DETROIT MERCY
 ARCHITECTURE PROGRAM
 OPERATING BUDGET SUMMARY

Administration	2013-14	2012-13	2011-12	2010-11	2009-10
ADMIN SALARIES	310,039	197,863	192,100	217,484	211,150
FULL TIME STAFF	42,331	82,814	70,366	67,919	61,016
NON WORK STUDY STUDENTS	4,982	3,602	3,497	3,395	3,605
PERSONNEL SUB-TOTAL:	357,352	284,279	265,963	288,798	275,771
GENERAL SUPPLIES	9,200	6,118	6,118	6,790	7,210
LAB SUPPLIES	9,843	9,286	8,760	8,264	7,796
PRINTING	800	515	515	0	0
DUES, MEMBERSHIPS	10,600	10,600	10,291	9,991	10,609
TELEPHONE	8,700	8,700	6,650	5,836	5,722
REPAIRS	3,090	3,090	3,090	3,000	3,000
SUPPLIES SUB-TOTAL:	42,233	38,309	35,424	33,881	34,337
CONFERENCE/SEMINAR FEES	749	749	749	727	1030
OUT OF TOWN TRAVEL	7,600	4,746	3,746	3,637	5,150
LODGING & MEALS	6,600	3,447	2,247	2,182	3,090
RECEPTIONS	1,000	0	0	0	0
UDMPU TRAVEL	10,023	10,023	10,023	5,227	5,227
TRAVEL SUB-TOTAL:	25,972	18965	16765	11773	14497
ADVERTISING	2,000	1,800	0	0	0
CONTRACT SERVICES SUB-TOTAL:	2,000	1,800	0	0	0
FRINGE BENEFITS	119,806	95,430	89,238	97,037	92,536
OTHER SUB-TOTAL	119,806	95,430	89,238	97,037	92,536
GRAND TOTAL ADMINISTRATVIE:	547,363	438,783	407,390	431,489	417,141

Teaching

P/T ADMIN STIPEND	9,000	18,000	18,000	18,000	18,000
F/T FACULTY SALARIES	928,859	942,844	922,981	817,975	789,346
F/T FACULTY OVERLOAD	42,700	60,000	60,000	46,000	28,505
PART TIME FACULTY	106,465	107,000	137,000	156,000	186,508
TERM III INSTRUCTION	34,845	30,900	30,000	19,642	20,857
SUMMER 2 INSTRUCTION	974	5,150	5,000	0	0
PERSONNEL SUB-TOTAL:	1,122,843	1,163,894	1,172,981	1,057,617	1,043,216
LICENSE FEE	3,001	12,501	10,094	9,800	6,676
SOFTWARE	9,500	0	0	0	0
HONORARIUMS	500	800	500	485	515
JESUIT CONTRACT SVC	53,989	52,930	50,648	49,173	47,741
JESUIT BENEFITS	18,356	17,996	17,220	16,719	16,232
RELIGIOUS-STIPENDS	6,571	6,000	0	0	0
RELIGIOUS-FRINGE BENEFITS	558	510	0	0	0
CONTRACT SERVICES SUB-TOTAL:	92,475	90,737	78,462	76,177	71,164
FRINGE BENEFITS	332,301	339,356	335,574	303,071	292,464
OTHER SUB-TOTAL	332,301	339,356	335,574	303,071	292,464
GRAND TOTAL TEACHING:	1,547,618	1,593,987	1,587,017	1,436,865	1,406,844
GRAND TOTAL ARCH. PROGRAM*	2,094,981	2,032,770	1,994,407	1,868,354	1,823,985
Percentage Increase	3.1%	1.9%	6.7%	2.4%	

* Note: These figures do not include budgets for the Master of Community Development Program, the Digital Media Studies Program, the Liturgical Spaces Consulting Practice, or the Detroit Collaborative Design Center.

In terms of budget forecasts, the budget for 2013-14 illustrated above has been approved. Generally we expect budgets to continue to increase roughly 3% annually based on contractual obligations for compensation and travel stipend increases. If an additional full time faculty member can be secured, this would also raise the overall budget slightly. Otherwise we do not anticipate any dramatic shifts in the budget.

School of Architecture						
Development Funds - History by Fiscal Year						
	2013	2012	2011	2010	2009	2008
Program Development	\$235,400	\$800	\$0	\$8,355	\$8,319	\$2,400
Scholarships	\$68,652	\$21,298	\$38,479	\$13,985	\$30,000	\$32,026
Physical Plant	\$327,179	\$39,059	\$51,250	\$11,250	\$45,800	\$178,800
Lectures and Events	\$45,750	\$9,750	\$6,000	\$9,473	\$13,500	\$53,500
General Funds	\$18,366	\$26,480	\$25,365	\$25,599	\$39,524	\$26,240
Design Center Grants	\$175,000	\$1,659,877	\$928,333	\$192,218	\$118,384	\$60,150
Total	\$870,347	\$1,757,264	\$1,049,427	\$260,880	\$255,527	\$353,116

Architecture Program									
Student Aid									
	2013		2012		2011		2010		2009
	not yet	% receiving	average amount	% receiving	average amount	% receiving	average amount	% receiving	average amount
UDM Grants	available	86%	\$16,154	83%	\$16,214	88%	\$16,043	93%	\$15,706
State Grants		34%	\$1,376	47%	\$1,472	32%	\$1,544	43%	\$1,975
Federal Grants		18%	\$4,718	20%	\$4,766	25%	\$4,480	49%	\$2,220
Student Loans		63%	\$11,397	64%	\$11,621	67%	\$13,922	96%	\$10,179
Total			\$33,645		\$34,073		\$35,989		\$30,080

1.2.5 Informational Resources

Space

A modern welcoming environment greets students who enter the McNichols Campus Library as the ongoing challenge of updating the 1950's building is a continuous priority. Four years ago, the first floor research area was renovated. Walls were removed to create open space, new ceiling, lighting, and carpeting was installed; a group study/viewing room was built; offices for librarians were created. A café was added to the lobby area. The second floor Bargman Room was re-carpeted and shelving for the architecture collection expanded. On the third floor offices for the Instructional Design Studio and Cataloging and Database Management were constructed in order to make space for the Student Success Center. Over the last two years compact shelving was added to the lower level opening more areas for study. All stack floors were retiled.

Outmoded study carrels in the basement have been removed to create a more open seating area for laptop computer use, the public access computers have been upgraded, and two group study rooms with appropriate equipment were created in the stack area. The student lounge in the lower level has been converted into an all-purpose room (group study, meetings, viewing media) for the students. The original elevator was upgraded and a new route to the elevator was created this year to provide better access for physically challenged individuals.

The McNichols Campus Library sits adjacent to the School of Architecture Building so access to the library's collections is only a short walk for students and faculty. The print architecture resources are housed on the south, west, and north sides and down the center of the second floor Bargman Reading Room. Tables of sufficient size to open large volumes or design plans are provided. This floor includes lounge furniture, along with rocking chairs, if a more relaxed environment is desired.

Overall, there are 52 individual study tables and 572 seats at study tables available throughout the Library. The greatest need for the student population is group study space however there is no way to add more group study rooms in the library. To accommodate the need for teamwork and

discussions, the first floor has been designated as the “talking” floor while the second floor has been designated as the “quiet” floor. Some round tables and lounge furniture have been added to the first floor.

Because the library is an older facility, electrical power is being stretched in this expanding technological environment. The university has completed a power needs assessment and cost study to upgrade the facility. With greater emphasis on student use of laptops, the library had electrical outlets installed on all the columns on the first floor; for the stack floors all individual carrels have been reconfigured and lights added to the side walls in order to free up the existing electrical outlets.

A permanent handicap ramp was built on the east side of the library entrance, handicap parking made available at the base of the ramp, and electronically accessible handicap doors were installed at the front entrance. Inside, there is a handicap computer table, a large screen computer on the first floor, a handicap table on the second floor, and a handicap restroom in the basement. A written policy is in place directing Libraries/IDS personnel to provide special assistance to any special needs person, including assisting with online research and retrieval of resources.

The McNichols Campus Library was originally air conditioned in 1987. New air conditioning units with an improved ventilation system have been in place for seven years. As with any large building, complaints continue to be received that some people are cold while others say it is too warm. Heat, or more than sufficient heat, is the normal winter experience. Indoor temperature is improved since the installation of all new low E insulated glazing units in aluminum windows and installation of new entrance doors.

Equipment

The Library has sufficient storage space available for housing equipment. Two photocopiers occupy space in the lobby. One microform reader/printer, 52 public computers (one of which services visually challenged), and two high-end scanners are in the reference area first floor. Adjacent to the reference area is a group study room which houses DVD and video equipment with a monitor. There are two centralized printers adjacent to the Check Out and Customer Service Desk for all the public computer workstations. There is a TV monitor in the lobby for announcements and viewing special events.

On each of the stack floors there is a computer, which provides access to library catalogs and the Internet. In the Instructional Design Studio there is a high-speed feeder scanner, which will handle 50 pages at one time, including scanning multiple slides. IDS also houses a document and slide scanner. Although it is always desirable to have more equipment there is sufficient equipment at this time to meet current student and faculty needs. Thirty percent of the public computer workstations are replaced and upgraded annually while all other equipment is upgraded as needed or as more advanced equipment becomes available. Expansion of the number of workstations is deterred by space and electrical power limitations.

Campus wide WIFI is available on a 801.11N connection. The Library’s WIFI was upgraded to this level during 2011/12.

The Libraries/IDS maintain essential video players and monitors, screens, slide projectors, digital projectors, and tape recorders for its own use. The Instructional Design Studio, which is part of the library system, maintains five laptop computers for loan to the faculty. The Libraries/IDS personnel have an appropriate number of workstations available to them. These equipment levels reflect the Libraries/IDS emphasis on user access – not staff convenience - to research information, whether locally available or through the web, and to provide equipment to access this information.

Resources

The Libraries are a vital instruction and information source for the University and its resources primarily support the University's teaching, learning, and research functions. The concept of excellence which permeates the University's Mission Statement serves as a guiding principle in collection development where librarians strive to obtain the best materials available and all personnel strive to provide the highest quality client-centered service. With the University's commitment to diversity, the librarian faculty (hereafter librarians) work toward building a collection that is multicultural and universal in its coverage. As an urban institution, University of Detroit Mercy consciously chooses to focus on the urban environment and the challenges that such an environment poses. With this focus, Libraries/IDS collects resources that address urban-centered issues and foster innovative thinking and creative exploration in support of the School of Architecture philosophy that stresses the importance of creativity.

Librarians are responsible for developing print, media, and electronic collections, which directly support curricular offerings. The architecture librarian is responsible for knowing the terminology of the discipline, knowing the strengths and weaknesses of the current and retrospective collections, being aware of course offerings and course content, being familiar with names of famous architects, architectural styles, and any other information necessary to function effectively for the School of Architecture in library related issues. Although collection development, evaluation, and weeding are the responsibility of the librarian assigned to the School of Architecture, overall oversight for the development of balanced collections is the responsibility of the Associate Dean for Public Services and the Dean of University Libraries and Instructional Technology.

All architecture resources are located in the McNichols Campus Library. Architecture reference titles (e.g., handbooks, manuals) housed in the first floor reference room are shelved by call number, with ready reference sources immediately behind the Research and Information Services Desk.

There are two locations for architecture print journals. Current issues are integrated into one alphabetical sequence with all other periodicals in the Bargman Room, 2nd floor. Retrospective NA periodical volumes are bound and shelved by call number with the architecture books in the Bargman Room while any periodical titles classed other than NA are shelved in the stacks under their appropriate call number. Access to electronic journals and ebooks is available 24/7 from any computer with Internet access.

Videos and DVDs that support the architecture program are located on the first floor in the reference area. Other media software is grouped by type using either accession or Library of Congress classification numbers, and housed in an area immediately behind the Check Out and Customer Service desk. The desk is adjacent to the reference area so there is easy access to the videos, DVDs, and other media. The online catalog, also available 24/7 from any computer with Internet access, includes bibliographic records for the book, journal, and media and is searchable by title, author, and subject.

Reserve materials are kept behind the Check Out and Customer Service desk on the first floor. The desk is handicap accessible. Access to a particular item is gained by requesting a staff member to retrieve the item from the shelf. Faculty members are provided the opportunity to place either their own personal resources or titles from the library collections on reserve and stipulate the loan period. The libraries do not reproduce materials supplied by faculty for use on reserve because to do so would be a violation of the copyright law.

Current Collection

There is an ongoing effort to evaluate and weed library collections, removing materials that are outdated or supported degree programs no longer offered by the University or duplicate copies. The numbers that follow contain subject areas that are defined as both architecture and subject areas that support the needs of the architecture curriculum.

CLASS/SUBJECT	Titles
N Visual arts (General)	3,109
NA Architecture	11,715
NB Sculpture	470
NC Graphic arts, Drawing, Design	543
ND Painting	1,842
NE Print media	225
NK Decorative arts	846
NX The arts in general	371
TA Structural engineering	3,983
TH Building construction	1,130
TS Woodworking, metalworking...	1,489

Serials

The McNichols Campus Library currently purchases twenty (20) print architecture periodical titles. In addition to the periodical titles currently purchased, there are thirty-nine (39) bound journal back runs for titles no longer received in print. Of the twenty print journals currently subscribed to all are indexed in *Avery*. Of the Association of Architecture School Librarians 2009 Core List, UDM subscribes in either print or electronic to twenty-eight (28) of the fifty-four (54), or 52%. Of the 2009 Supplemental List, UDM subscribes to thirteen (13) of forty (40), or 33%.

The libraries subscribe to the *Avery Index to Architectural Periodicals* online which includes a comprehensive listing of journal articles on architecture and design, archaeology, city planning, interior design, and historical preservation. *Avery* indexes not only the international scholarly and popular periodical literature, but also the publication of professional association, U.S. state and regional periodicals, and the major serials on architecture and design of Europe, Asia, Latin America, and Australia. Coverage includes obituary citations providing an excellent source of biographical data – often the only information available for less-published architects. Coverage is from 1934 (with selective coverage dating back to 1741) to the present. Complementing the *Avery Index* is the *Art and Architecture Collection Complete* compiled by EBSCO. The *Avery Index* links to articles in this database.

Library holdings also include *Wiley Online Library*, a full-text database with journal articles on art, architecture, urban planning, and sustainability; *Academic One File*, a full-text database includes refereed academic journals, newspapers, and technology periodicals; *CAMIO: Catalog of Art Museum Images Online* collection covers images from 3000 BC to the present, including the field of architecture; *Urban Studies and Planning*, a full-text collection, which includes subject areas as Environmental Science, Residential and Community Development, Social, Spatial, and Cultural Dynamics, Urban and Regional Planning, Urban Culture, Urban Geography, Urban Policy, Urban Politics.

Visual and non-book resources

Architecture media is housed on the first floor of the McNichols Campus Library in order to make it more accessible to faculty and students. Videos are on open shelves in the reference area with DVD boxes in the same area but the disks behind the Check Out and Customer Service desk. External circulation of videos, DVDs and other media formats is permitted to University faculty and students. The architecture slide collection that had been located in the McNichols Campus Library has been moved to the School of Architecture where it can better be used for instructional purposes.

Since the last report, the DVD collection has grown by sixty-one (61). In consultation with the faculty liaison, the decision to concentrate the media acquisitions on specific architects and their works continues to influence the purchasing. The collection is being diversified by acquiring materials, which reflect a more multicultural view and which balance out a collection that was mostly Eurocentric. With the exception of certain classic titles that have archival value, the video and DVD collections are extremely current.

Enhanced technologies have broadened the access students and faculty have to electronic information and Internet resources. Contracted databases containing architecture resources include the *Avery Index*, *Academic OneFile*, *CAMIO*, *ebooks@EBSCO*, *ebrary*, *Elsevier Source Direct*, *Humanities E-books*, *GreenFile*, *JSTOR*, *Oxford Reference Online*, *Project Muse Premium Collection*, *Sanborne Insurance Maps*, *SIRS Renaissance*, *Urban Studies and Planning*, *Wiley Online Library* and *Wilson OmniFile*. All databases are available remotely or from any computer on the campuses. The Architecture portal pages also have links to free image databases.

Based on requests and feedback from faculty, as well as an analysis of the architecture curriculum, at present the resource collections are meeting most media needs for teaching instructional materials.

The Reference area houses two scanners where students and/or faculty may digitize their own materials. A slide scanner in IDS on the third floor is available to patrons on request. In addition, the Instructional Design Studio houses a digitizing lab that assists faculty in producing their own instructional aids. Audio streaming and CD production are services also provided by IDS.

Media is purchased when requests are within the limits of the Collection Development Policy or budget. Information about the media in the collection may be located through the online catalog. The discipline of architecture has its own page in the Libraries/IDS portal. When accessing this page, one can locate a number of bibliographies one of which is art and architecture on DVD.

Student architecture theses from 2004 to present have been digitized or submitted electronically and made available through the Libraries/IDS portal (<http://archive.udmercy.edu:8080/handle/10429/2>).

Cooperative Agreements

To complement the University of Detroit Mercy collections, students and faculty have access to several other major research collections in the area. The University participates in reciprocal borrowing agreements and a cooperative library automation network that includes public access catalogs, circulation, cataloging, and acquisitions and serial control. The Detroit Area Library Network (DALNET) members include Detroit Public Library, Wayne State University, Wayne, Oakland, and Macomb County Community Colleges, Davenport University, Oakland County Law Library, the Detroit Institute of Arts, The Henry Ford Museum and Greenfield Village, Rochester College, Marygrove College, Walsh College, Arab American Museum Library, and ten special libraries. Three of these institutions have architecture collections. This means access to over two million library books, periodicals, documents, and audiovisuals.

The libraries also have on site reciprocal borrowing agreements for students and faculty with Lawrence Technological University, University of Michigan/Dearborn, Oakland University, and Schoolcraft, and Henry Ford Community College libraries.

The McNichols Campus Library is a participant in the MichiCard program. The program provides onsite access to more than three hundred academic and public libraries across Michigan, ten of which have architecture programs. A major advantage of the MichiCard program is that it provides access to the Burton Historical Collection at the Detroit Public Library, a collection that has information about and images of Detroit buildings.

The Michigan Electronic Library (MeL) provides statewide online access to over forty databases, including two in architecture. Through MeL, UDM faculty and students have access to expedited Interlibrary Loan from over 400 Michigan libraries, of which 43 are academic libraries.

The UDM Library system is a member of the Online Computer Library Center (OCLC) international network. This network provides interlibrary loan information for over 73,000 member libraries and one billion records thus providing students and faculty access to architecture materials worldwide. Through OCLC the libraries also participate in a Reciprocal Faculty Borrowing Program with the members of the Association of Research Libraries. The program allows faculty members borrowing privileges and onsite access to the collection of over 200 research libraries in North America.

A "Passport" cooperative agreement is in place where the faculties of the Jesuit colleges and universities in the U.S. have onsite borrowing privileges at all 28 Jesuit institutions of higher education libraries. Each lending library sets its own lending policies.

Each of the 28 Jesuit institutions of higher education in the U.S. provide free interlibrary loans to their sister institutions. Fifteen of the 19 libraries of the Mercy colleges and universities in the U.S. have signed an interlibrary loan agreement to provide free interlibrary loans, including waiving any charges for photocopying, faxing, postage, or service. The Mercy agreement mirrors the agreement among the U.S. Jesuit college and university libraries.

Students and faculty are afforded through interlibrary loan the opportunity to request books and periodicals from other libraries. Using both the local and national network the libraries attempt to get materials free of charge whenever possible. The fees for the online services are absorbed in the libraries' budgets while the photocopying cost is passed on to the students or faculty member. Faculty members may use their travel vouchers to cover any interlibrary loan fees.

Evaluate the degree to which information resources and services support the mission, planning, curriculum, and research specialties of the program.

Assess the quality, currency, suitability, range, and quantity of resources in all formats (traditional/print and electronic.)

With the ongoing collection development efforts, it can be stated that the current architecture collection is of sufficient breadth, scope, and complexity to support the curricular needs of the architecture students and faculty. There is a balance of practice, history, theory, and criticism resources with both historical and contemporary architecture represented.

The architecture collection is representative of global and contemporary architecture. Resources represent Islamic architecture and the architecture of Latin America, South America, Near Middle East and Japan as well as Japanese architects. The librarian consultant and the faculty liaison place special emphasis on urban, contemporary architecture, health care facilities, and environmentally sustainable architecture. At the same time, the library continues its development of the collection relevant to the practice, history, theory and criticism of architecture.

The depth of collection reflects the curriculum-related research and informational needs of students and the instructional needs of faculty. The Libraries support the architecture undergraduate and graduate programs at the Basic and Study Levels. The Basic Level includes major dictionaries and encyclopedias, selected editions of most important works, historical surveys, important bibliographies, a selection of periodicals in the field, and curriculum-supportive media materials. Graduate program support at the Study Level includes primary source materials, relatively complete collections of major writers, selections from works of secondary writers, and the reference tools and fundamental bibliographic sources pertaining to the subject.

Collection development policies dictate that resources are selected in cooperation with the teaching faculty. Book acquisitions are primarily obtained through an approval plan where, based on a collection profile developed by the librarian and faculty liaison, books are automatically listed in a database for review, acceptance or rejection. The plan decreases the time between publication and receipt. A second acquisitions process involves faculty making recommendations then the librarian prioritizes the recommendations, submitting final choices to the acquisitions department for ordering.

The library maintains a contract for *Oxford Reference Online*. This database includes the *Dictionary of Architecture and Landscape Architecture*, *Dictionary of Modern Design*, *The Oxford Dictionary of Art*, *The Oxford Companion to the Garden*, *The Oxford Companion to the Photograph*, and numerous other dictionaries to the world of art and artists. The library subscribes to two electronic book databases, eBooks from EBSCO includes 89 architecture books and ebrary includes 573 architecture titles.

Funding

The university allocated operating budget provides funds for print and electronic resources. A separate access fund is also provided for purchase of books, media, and license databases, students printing from computers, and equipment designated for student use.

Operational funds are very tight within the University and there are many needs. However, over the last four years the University has increased the resource budgets by between four and five percent. Internal library efforts to continually evaluate database options have resulted in savings, which have been redirected for additional resources.

The University has made a long-term commitment to the automation of the libraries, training of faculty on use of technology for teaching, and student access to contemporary equipment. This commitment has provided access to millions of resources for students and faculty and greatly assists in the organization and management of collections.

An ongoing concern is the impact access to electronic resources has on the overall resource budgets and students desire to have more information available electronically. Over fifty-four percent of the resource budgets is now spent on electronic databases, individual electronic journals, and ebooks so that these resource can be available remotely 24/7. Irrespective of the demand for more electronic materials, the print book budget has remained stable, no increases but no decreases either.

Significant Problems

The Dean and Associate Dean for Public Services could not identify any significant problem that affects the operations and/or services provided. The physical facility has been through a number of public space improvements, the temperature stabilized, equipment routinely replaced, hardwood chairs replaced with rolling upholstered chairs, some round discussion tables added, and visual resources conveniently accessible. Electronic resources are available 24/7, librarian assistance available on site during all open hours, librarian assistance accessible electronically 24/7 when building is closed, and extended library hours available prior to and during exam periods. The lack of group study rooms may be a problem but with the first floor designated as a "talking" floor" the issue has been minimized. Further, it is the library's policy that students can move furniture to fit their needs and the furniture remains that way until another group rearranges it. No complaints have been received from either the School of Architecture faculty or the students relative to collections or access.

Access to Librarians

The architecture collections are part of the McNichols Campus Library and are administratively the responsibility of the Dean of University Libraries and Instructional Technology. There are basically three ways the library relates to the architecture students and faculty. First, a librarian is on duty all hours the library is open to assist students and faculty with their research needs. Second, a librarian consultant works directly with the architecture faculty in collection development, evaluation, and weeding in addition to serving as the communication link for library programs and services. Third, the Dean of University Libraries and Instructional Technology shares membership on the Academic Leadership Team with the college/school deans, and as such, the Dean of University Libraries consults directly with the Dean of Architecture on an as needed basis. The Dean of Architecture also brings concerns to the attention of the Dean of University Libraries.

One of six librarian consultants in the McNichols Campus Library is assigned responsibility for the architecture discipline, including both print and media. The librarian Head of Reference in a consultative mode is responsible for building the reference collections, including the architecture titles. The Associate Dean for Public Services is responsible for the selection, evaluation, and discontinuation of electronic databases. All librarians are hired as generalists but assigned specific academic disciplines in which they must specialize. As such, even though one librarian is assigned architecture responsibilities, all librarians are well prepared to assist students irrespective of the subject of their inquiries.

It is the philosophy of public service that the focus of assistance and instruction is “to enable students to locate, gather and evaluate information” and not become dependent on librarians during their whole college career or professional life.

The Architecture librarian consultant usually conducts research skills sessions every fall for the ARCH 1100 Architectural Design 1 students and the ARCH 5100 Masters Studio 1 students, as well as a brief orientation for the University of Windsor students. The ARCH 1100 sessions include a tour of the library, an overview of the library portal, searching for books in the library catalog and the ebook database ebrary. It also entails searching several of the architecture databases and finding articles that are not full text using the journal finder and print journals in the library.

The ARCH 5100 session involves a more in depth review of the library’s resources to provide the master degree students with the skills they need to conduct research for their theses. The students not only learn how to conduct searches in *the Avery Index* and *Art & Architecture Complete*, but they are also shown how to search for architecture theses, evaluate websites, and format citations. In addition, students are shown how to find statistical and demographical information from the architecture research guides, as well as studies and reports conducted by local and regional organizations.

The architectural research guides are comprised of items the library owns and pertinent websites. Some of the areas include TED talks by architects, architecture blogs, statistical websites, local and regional organizations, and bibliographies of books and media relating to art and architecture in Detroit and Michigan.

The Instructional Design Studio services are an integral part of Libraries/IDS. The role of IDS is to support faculty in technology contrasted with the student-support offered through Information Technology Services. Closely related to instructional efforts of teaching as well as a similar close relationship with the work of University librarians, IDS seeks improvements in web-based and technology-enhanced teaching through course development and classroom support.

The Instructional Design Studio proactively trains faculty in the use of instructional software and integrating technology into the curriculum through a series of hands-on sessions as well as networking with faculty using the UDM Blackboard site. Training provided by IDS includes: Introduction to Online Courses, Blackboard Basics, Advanced Blackboard, Using Discussion

Boards, Online Quizzes and Electronic Gradebooks. IDS also supports the creation of graphics and online lectures for the instructors, and designs and hosts the Re:Search portal that integrates instruction and information resources.

Professional expertise

The librarian assigned responsibility for the architecture collection development has an earned Bachelor of Merchandising Management degree, including courses in interior design, art, art history, and watercolor and a Masters of Information and Library Science degree. She has been employed in the McNichols Campus Library for twenty years, seventeen as a librarian. After fifteen years as the librarian assigned to the School of Architecture, she is quite knowledgeable about the School of Architecture curricular offerings, vocabulary of the field, specific architects, and student project requests.

All the remaining librarians who serve the students and faculty at the Research and Information Desk and the Associate Dean have earned Masters of Science in Library Science or its equivalent from an American Library Association accredited library school. Some librarians have a second master's degree.

The Associate Dean for Instructional Technology holds a Bachelor of Arts in English Literature and a Master of Library and Information Science and a graduate certificate in Information Management. Another Instructional Designer has an earned Bachelor of Arts in Electronic Critique and the third designer has nine years of experience in online design.

Services

The Reference Department has the responsibility of meeting the information needs of the University community, providing direct, personal assistance. Librarians have the dual role of education and information delivery. Unlike every other academic library in Detroit, there is a librarian on duty all hours the library is open.

The library personnel are known for their personal and professional attention to the research needs of faculty and students. It is extremely important that the library personnel do everything possible to connect patrons with the needed resources, that patrons are addressed in a respectful manner, and that personnel are always courteous and patient.

In their education role, librarians provide formal research skills instruction, lectures, library tours, formal one-on-one sessions, or informal one-on-one instruction. On the Libraries/IDS portal (research.udmercy.edu) there are tutorials in the Re:SearchQuest section. The fifteen units include subjects such as Topic Search, Searching the Catalog, Popular Magazines vs Scholarly Journals, Internet Searching, and Citations, Plagiarism, & Copyright.

In its information delivery role, librarians work directly with patrons at the Research and Information Desk or over the telephone, respond to email questions, and select materials to purchase for the library collections. The Research and Information Desk, which can be seen from the front door, sits in an open environment with a ready reference collection. All other reference materials are on open shelves that make it easy for students and faculty to access the resources. The librarians have offices within the reference department, that allow for easy access to other professional staff when the librarian working at the Research and information Desk is busy with another patron.

With a strategy to integrate instructional and library information into a one-stop portal, the Re:search portal (research.udmercy.edu) is user friendly. The portal consists of sixty-one (61) academic disciplines, including UDM mission-specific subjects of sustainable communities, Catholic Studies, diversity, and social justice. Each discipline page contains subject-specific resources including a "New in the Library" resources list, print journals held, online databases of full-text and/or abstracts, and selected bibliographies of core materials owned by the libraries or linked to

resources available through the Internet. In addition, "email a Librarian" and "24/7 reference" features provide for sending questions electronically. Each discipline page, including architecture, provides links to professional associations related to the discipline.

In support of the program, the architecture page includes ten Research Guides on topics developed on the advice of the architecture faculty; an annotated list of print architecture journals currently received, a list of electronic databases relating to architecture materials, and links to eleven architecture professional associations, such as, American Institute of Architects, The American Institute of Architects Michigan, American Institute of Architecture Students, American Society of Landscape Architects, Association of Computer Aided Design in Architecture, Association for Women in Architecture, and the National Organization of Minority Architects.

The Re:search portal, online catalog and full-text databases are accessed through workstations located within the reference area immediately adjacent to the Research and Information Desk. Being close to this desk provides accessibility to a librarian when needed. In addition, access to all of the materials mentioned in the Re:search portal is available by using any computer whether on or off campus.

Information Literacy

All of the librarians are well prepared to teach research methods in the classroom. In developing the research skills program the librarians have studied learning theory, learning styles, mediated learning, how to assess information needs of target audiences, how to determine instructional goals and objectives, and how to develop instructional materials. The librarians use themselves as a mutual support group in order to develop more effective presentations and programs. Presentations are centered on six areas: creation and organization of knowledge, critical thinking skills, access skills, resource evaluation, librarian as resource, and physical location of materials.

Requests for a library instruction session may be made online from the Re:search portal by going to Research + Information Services (left navigation), click on Request Class Instruction. On average, architecture faculty have requested two research skills classes per year to assist students in developing strategies for finding articles on a specific building or particular architect and general research techniques for the field of architecture.

Current awareness

To keep faculty and students informed about new materials received the Re:search portal includes a "New in the Library" list for the discipline of architecture. Through an internally developed code system, when a title is added to the online catalog, the title automatically appears in the new library resources list. The librarian assigned to architecture posts architecture books jackets in the library lower level and the second floor Bargman Room where all the architecture books and journals are located.

The architecture librarian consultant has ongoing contact with the architecture faculty liaison. Frequently, the faculty liaison drops in to visit with the librarian whether to provide new purchase requests or to discuss materials being listed in the approval plan.

Access to collections

Cataloging

The organization and cataloging of the collections provides adequate physical, bibliographical, and intellectual access to architecture information. Cataloging and classification procedures follow strict adherence to national, regional, and local standards. Where subjects and summaries do not provide adequate information for an acquired title, catalogers create content notes, additional subject coverage, authority records, and/or other added entries.

Library materials are cataloged within a reasonable time of receipt. The standard is one-week turn-around from the time a new title is received into the cataloging department until it leaves processing ready to be shelved. Gift titles are integrated and cataloged with the new titles workflow. However, if a large collection of gift titles is received, the titles are given a special project status and the catalogers are assigned a specific number of titles to catalog each day.

Circulation

Books circulate to students for twenty-eight days, to faculty until the last day of the term. Faculty may check out bound periodicals for three days. Media loan periods vary by type of format. All circulation policies and procedures are on the Libraries/IDS portal. The site lists more than 30 policies including, borrowing privileges from UDM libraries, borrowing privileges from other libraries, holds, fees, renewal of items, and use of library equipment.

During the fall and winter terms the McNichols Campus Library service hours are: Monday-Thursday 8:00am-10:00pm; Friday 8:00am-5:30pm; Saturday 9:00am-5:00pm; Sunday 12:30pm-7:30pm. For summer and Term III the hours are: Monday-Thursday 9:00am-6:00pm; Friday 9:00am-5:00pm; closed Saturday and Sunday.

In the fall and winter terms, the Instructional Designers are available Monday-Friday 8:00am-5:00pm or by appointment. For summer and Term III the hours are Monday-Friday 9:00am-5:00pm. Two weeks prior to classes beginning and two weeks into the term an instructional designer is available by phone in the evening and on weekend days from his/her home to assist faculty.

1.3 Institutional Characteristics

a. Statistical Reports

Student Characteristics

Student Demographics - UDM and Arch.

	UDM		Architecture	
	2008	2013	2008	2013
Female	60%	60%	35%	37%
International	10%	10%	6%	15%
Minority	29%	24%	14%	9%
Unknown Ethnicity	11%	14%	10%	14%

Student Qualifications

ACADEMIC QUALITY INPUTS OF STUDENTS					
	Fall 08-09	Fall 09-10	Fall 10-11	Fall 11-12	Fall 12-13
Average ACT score for new freshmen	25.0	24	25.0	25.2	24.1
Average High School GPA for new freshmen	3.51	2.97	3.38	3.47	3.38

ARCHITECTURE PROGRAM
SUMMARY TABLE OF M.ARCH GRADUATION DATA

	# New Grad Students	# Graduated within one year	% Graduated within one year	# Graduated within two years	% Graduated within two years
Fall 2005	28	22	79%	26	93%
Fall 2006	25	21	84%	23	92%
Fall 2007	49	39	80%	46	94%
Fall 2008	33	20	61%	30	91%
Fall 2009	34	26	77%	32	94%
Fall 2010	30	20	67%	26	87%
Fall 2011	35	25	71%	na	na

In order to accurately portray the percentage of students who continue with architecture as their major and then complete the degree, the above data tracks students entering the 5th year of the program and the number who graduate at the end of one academic year, and by the end of a second academic year. The overall graduation rate for students who begin in the architecture program as freshmen averages around 54%, however, a fair number of those students have changed majors along the way and are not then influenced in their success rate by the architecture program.

The majority of students who remain in the architecture program are able to stay on course and complete the undergraduate portion of the program in the normal allotted time of 4 years. Since 2008, due to the downturn in the economy, it has become more common for several students each year to complete their academic requirements without having been able to complete their required co-op placements. This data indicates that prior to 2008, over 80% of the class graduated on time, but since 2008, that average has dropped to 69%, however most still eventually graduate. This effect has also been impacted occasionally in recent years by students intentionally not completing a missing co-op or a missing course or two in order to delay the repayment of their student loans.

Faculty Characteristics

Faculty Demographic Characteristics 2007-2013

SOA Full Time Faculty Demographic Statistics

	2007	2008	2009	2010	2011	2012	2013
Female	3 - 27%	2 - 17%	4 - 31%	4 - 31%	2 - 17%	2 - 17%	4 - 33%
Minority	2 - 18%	2 - 17%	2 - 15%	2 - 15%	1 - 8%	1 - 8%	1 - 8%
International	1 - 9%	1 - 8%	2 - 15%	2 - 15%	2 - 17%	2 - 17%	2 - 17%

UDM Full Time Faculty Demographic Statistics

2007 2013

Female	41%	49%
Minority	10%	16%
International	0%	1%

Number of Faculty tenured or promoted each year for the last 6 years

During this time period, only one faculty member has been eligible to apply for promotion and tenure. Allegra Pitera was promoted to Associate Professor and granted Tenure in 2011.

SOA Full Time Faculty Rank Statistics

	2007	2008	2009	2010	2011	2012	2013
Tenured	9 - 82%	8 - 67%	8 - 62%	8 - 62%	8 - 67%	8 - 67%	7 - 58%
Tenure-Track	1 - 9%	1 - 8%	4 - 31%	4 - 31%	3 - 25%	3 - 25%	3 - 25%
Non-Tenure-Track	1 - 9%	3 - 25%	1 - 7%	1 - 7%	1 - 8%	1 - 8%	2 - 17%

Number of Faculty at UDM tenured each year for the last 6 years

The actual number of faculty tenured each year is not readily available. Below is a comparison of the overall number and percentage of faculty tenured / on tenure track / or on contract as a comparison of current conditions relative to the last NAAB visit.

UDM Full Time Faculty Rank Statistics

	2007	2012	2013
Tenured	156 - 62%	161 - 51%	not avl.
Tenure-Track	47 - 19%	77 - 24%	not avl.
Non-Tenure-Track	47 - 19%	78 - 25%	not avl.

Number of SOA Faculty maintaining licenses for the last 6 years

SOA Full Time Faculty Licensed

	2007	2008	2009	2010	2011	2012	2013
US	7	7	6	6	7	7	5
Int.	1	1	2	2	2	2	2
Associate Dean	0	0	0	0	0	0	1
Dean	1	1	1	1	1	1	1
Total	9	9	9	9	10	10	9
Percentage	75%	69%	64%	64%	77%	77%	64%

b. Annual Reports

Following are the narrative (Part II) sections of recent annual reports. NAAB will provide the statistical portions of all annual reports.

Annual Report Narrative 2012

Please note. All conditions discussed below are now considered to be met. As per the letter dated November 4th 2011 from NAAB, “the changes made or planned by the program to remove the identified deficiencies are satisfactory.” However, we are continuing to report on those deficiencies identified in the last Team Report from 2008.

Response to Not Met Conditions

Three conditions were cited as not met in our most recent team visit: Condition 6: Human Resources; Condition 7: Human Resource Development; and Condition 10: Financial Resources.

Condition 6: Human Resources

VTR 2008 Comments:

“The 2002 Visiting Team Report found that both the Human Resources and Human Resource Development conditions were not adequately addressed by the School. In fact these Conditions have been an outstanding issue prior to the 2002 accreditation visit. This team (2008) had expected to find these two Conditions addressed, at least to some degree, during this visit. However, the 2008 team finds conditions similar to what was found by the last team—faculty salaries are lower than university averages and regional peer institutions and the resources available for faculty development and professional growth are limited.

The visiting team views this problem as a concern not just for the NAAB accreditation but also for the spirit and life of the School of Architecture. With this concern in mind, some immediate actions need to be forthcoming. Faculty salaries need to achieve parity with university averages and with the architecture faculty salaries of other regional institutions if the school is to remain competitive and achieve its potential. In addition, more resources are required for professional growth of the faculty.

These same concerns are expressed for the compensation of adjunct faculty. While adjunct faculty salaries are tied to the number of credit hours taught, the team notes that the number of student contact hours required per credit hour is considerably more in architecture studios than in other disciplines on campus. Considering the significant role adjunct faculties play in the advancement of the school, this is a very important issue. The team considers this issue comparable to the salary challenges faced by the full time tenure and tenure-leading faculty.

Technical support staff for the woodshop and computer labs is also a concern. The number of personnel is inadequate given the emphasis the school has placed on computing and hands-on experiences. This situation is likely to worsen as the school contemplates a mandatory student computer purchase program, advances the desire for more design-build studios, or responds to the request for an increase in student enrollment.

Finally, the office support staff is stretched thin by the growth in the number of programs offered within the school.”

The School has addressed these issues on a number of levels:

1. Adjunct compensation for studio courses has been increased as follows:

- a. First and second year (foundation) studios, 4 cr. hr.: increased pay from \$4000 to \$5500.
- b. Third and fourth year studios, 5 cr. hr.: increased pay from \$5000 to \$6500.
- c. Thesis studios, 8 cr. hr., increased pay from \$8000 to \$9500.

Although these pay levels are still below the pay at our neighboring competing institutions, the University of Michigan and Lawrence Technological University, they move us closer to their rates. Adjunct pay for lecture courses continues to be paid \$3000 for a 3 cr. hr. course, which is higher than for most units at the University.

- 2. Three new full time assistant professors have been hired. They were hired with new, higher rates of pay (other than one who is a Jesuit priest) that has started us down the path of more competitive pay rates but also causing salary compression with Associate Professors.
- 3. Average faculty salaries have been increased as per their collective bargaining agreement, which included cost of living raises and a university-wide equity adjustment. The equity adjustments equaled an average of \$1,471 per full time faculty or \$2,207 per faculty for those who received equity increases. Including the three new faculty the pay rates for full time faculty in AY2011-12 were as follows:
 - a. Assistant Professor: low, \$50,894; high, \$71,738; average, \$62,554. (The \$50,894 salary is for a Jesuit member of the faculty.)
 - i. The combined effect of the collective bargaining contract raises and the equity increase has increased average Assistant Professor pay about 19% in four years from an average of \$52,590.
 - b. Associate Professor: low, \$66,914; high, \$76,728; average, \$72,807. These figures are somewhat low against national averages and at the University, and because of the new hires at the assistant professor level, are part of salary compression.
 - i. The combined effect of the collective bargaining contract raises and the equity increase has increased average Associate Professor pay about 18% in four years from an average of \$61,939.
 - c. Professor: low, \$85,730; high, \$107,511; average, \$94,236.
 - i. The combined effect of the collective bargaining contract raises and the equity increase has increased average Professor pay about 19% in four years from an average of \$79,338.
- 4. The three new positions in architecture had raised the number of full time faculty to 13, the highest in the School's history. Since that time one full time tenured faculty member and one "professor of practice" has resigned bringing our current total to 12 including one faculty member on a one-year contract. A search to replace the tenure track position was denied last year and has not yet been approved this year (likely to be denied again due to declining enrollment.)
- 5. The University is not able to fund a 9-month position for a wood shop supervisor. We continue to have limited hours and use work-study students to run the shop under the tutelage of a full time faculty.
- 6. There is now a 3-day a week IT staff assigned to the School of Architecture who does not report to the dean but provides support to the school on those days.

7. In regards to staff/administration, the office support staff is still stretched thin. The position of Assistant to the Dean is currently vacant and is likely to remain vacant due to a University hiring freeze. A proposal is being discussed to replace the current Assistant Dean with an academic Associate Dean and to replace the Assistant to the Dean with a Business Manager. We expect to get approval to at least hire a Business Manager shortly in exchange basically for not filling the position of Assistant to the Dean. If the Associate Dean and Business Manager positions are filled by the fall of 2013, we feel that this will address most shortcomings in the capacity of the office staff.
8. We have appointed a full time faculty member as the Director of the Graduate Program in Architecture and another faculty as the Director of the Undergraduate Program in Architecture, which relieves the workload of the dean somewhat, but ideally, these part time stipend positions will be replaced with a new Associate Dean in the coming year.

Condition 7: Human Resource Development

VTR 2008 Comments:

“See Comments for Condition #6”

The School has addressed these issues as follows:

1. The travel budget has been restored to the architecture operating account but is still somewhat limited. The total amount of travel dollars available to all faculty and the dean including minimal allowances mandated by the faculty collective bargaining agreement is roughly \$ 19,000. This includes travel needs for 12 full time faculty and the dean and was also meant to support travel costs for one faculty search. Two of the 12 faculty members also have access to additional travel stipends associated with their University sponsored practice activities (Through the Detroit Collaborative Design Center and a Liturgical Consulting Practice.) Generally these funds have been acceptable and have been supplemented through fund-raised funds.
2. We have not granted a budget line to support student organizations. However, approximately \$2000 of unrestricted fund raised money was used to send students to both AIAS Forum and to provide other miscellaneous support to our student organizations.

Condition 10: Financial Resources

VTR 2008 Comments:

“The financial resources do not appear to have substantially improved since the 2002 accreditation visit. The school’s multiple challenges with support services, physical facilities, faculty development, and faculty salaries can all be attributed to a shortfall in resources. In addition, the Detroit Collaborative Design Center requires a stable source of funds if it is to achieve the school’s aspirations for this innovative program”.

The School has addressed these issues as follows:

1. As can be seen above, money has been added to the operating budget for new faculty, adjunct pay raises, full time faculty pay raises and travel. Overall the Architecture Program operating budget from 2007 to 2012 has increased by 31%. Unrestricted fund raised money is used to fill any gaps in the operating budget and to-date have been adequate.
2. However, current levels in enrollment across the University have resulted in flat non-personal budgets and a hiring freeze.

3. Regarding physical resources, two renovation projects have been completed and another is currently under construction. See more detailed comments below under Physical Resources.
4. Since the last visit, the Kresge Foundation has funded the Detroit Collaborative Design Center for 3 years at \$ 125,000 per year. This has helped eliminate a budget short fall and puts the Center on more stable footing. In addition to Kresge funding, grants have also been received from the Ford Foundation, Surdna Foundation, Erb Foundation, National Endowment of the Arts, Rose Fellowship and the Community Foundation.
5. The University is committed to seeing the Design Center survive and flourish. It provides the Center with space, utilities and administrative support services.

+ Response to Causes of Concern

5A. Physical Resources

VTR 2008 Comments:

“The Warren Loranger Architecture Building has not been fully renovated and as a consequence does not meet the needs of the School. Those parts of the building that have been renovated are well conceived and quite beautiful. The skill of the executed portions of the design makes the physical environment a learning laboratory for students in the architecture program. Nonetheless, such needs as the provision of private faculty offices and efficient studio spaces are still not fulfilled. The team notes that the new multi-purpose room is scheduled for this summer’s phase of building renovation. While the School has a master plan for the renovation of the building, the team expresses a concern that the remainder of the work required to complete the renovation does not appear to be forthcoming in a timely manner.

In addition to the general building, many of the studios lack adequate workstations for students to complete their assigned work. As a consequence students openly question why their relatively high tuition does not translate into better equipment and furniture comparable to peer institutions”.

The School has addressed these issues as follows:

1. The Peter Peirce Interactive Learning Center was completed during the summer following the team visit. This facility provides multi-purpose lecture/seminar/presentation space on the second floor of the building. This project was funded by approximately \$ 175,000 in School of Architecture alumni/friend donations.
2. Construction of new faculty offices has been completed. This project was funded with a \$ 300,000 bequest allocated by the University to the School of Architecture, and \$ 60,000 in School of Architecture alumni donations.
3. As part of the faculty office construction, a new studio was created to replace the one currently in use in the location of the new offices.
4. A small annual repair fund has been added to the operating budget.
5. Significant plans are underway for studio renovations. At the writing of this report, approximately \$ 315,000 in funds have been raised from alumni and friends to support this project. New seating has been purchased for most students, and a significant studio renovation project is planned for the summer of 2013.
6. In addition, although it is not part of our local facility, through the formation of an independent satellite foundation the School has acquired access to our own private facility

in Volterra, Italy for the use of our students. The Volterra-Detroit Foundation, under the leadership of our former Dean and a faculty member has secured close to \$ 400,000 in donations to renovate a building in Volterra given to the Foundation by the City of Volterra for our use as a dormitory / classroom facility. Renovations are expected to be complete by May of 2013.

5B. Site Planning and Design Projects

VTR 2008 Comments:

“The team finds that site planning issues were marginally investigated through studio course work. Additional emphasis on site development, parking layout, topographic manipulation, accessibility, etc. would introduce students to a broader view of comprehensive site planning and further enhance a curriculum that prides itself on an integrative approach to building design”.

The School has addressed these issues as follows:

1. A new one credit hour course has been added to the curriculum in the first semester 2nd year: ARCH 2190: Introduction to Architecture 3. The primary purpose of this course is to teach second year students the basics of site planning, grading and landscape analysis.
2. Site planning has been added as a specific module to ARCH4100: Integrated Architecture (our technical integration studio required of all students.)

5C. Social Equity

VTR 2008 Comments:

“Although the university has a stated policy addressing affirmative action, equal opportunity and fair treatment in its literature for students, faculty and staff, the School of Architecture’s number of minority tenure track faculty and enrolled students does not match the demographics of its context. Increasing minority participation in the School’s community will align faculty employment and student enrollment with the University mission statement of serving persons in need in an urban context. The team did not find any systematic assessment and evaluation processes for these initiatives that would help the School meet its goal.”

The School has addressed the issues as follows:

1. Converted one position held by a Jesuit architect to a tenure track position. This person is of East Indian descent.
2. Followed University procedures in hiring three new full time faculty, two of which were women and one of which was African American. However, the African American faculty (a woman) declined a tenure-track contract and signed instead a two year-agreement. Unfortunately that person has since resigned along with another female faculty member. In subsequent searches, gender diversity will certainly rank as a very high consideration.
3. University policy is in place that requires under-represented candidates in the final pool for interviews. This policy has been followed for all recent hires. This policy allows for the Academic Vice President to assess whether or not the policy is being followed before allowing hiring to occur.
4. Faculty at the School of Architecture have been visiting high schools in the region including Detroit to try to improve awareness of architecture, not only to the minority community but also to female students.

5. In the spring of 2012 we participated in the Detroit Area Pre-College Engineering Program. This is multi-university initiative to increase local participation in technical majors. It is essentially a Saturday pre-college camp. Last March we hosted a group of approximately 14 area high school students each Saturday for instruction in design and architecture. All participants were African American and all but one was female.
6. In the summer of 2011 we hosted our first ever summer camp for potential architecture and architectural engineering students. This program will be repeated in the summer of 2013. Several of the participants in 2011 were from under-represented minority groups.
7. The University of Detroit Mercy is by far the most diverse University in Michigan and our new President is African American. One of his priorities is to attract more minorities into the professional schools including architecture.

5D. Detroit Collaborative Design Center

VTR 2008 Comments:

“The Detroit Collaborative Design Center provides several essential functions for the School of Architecture. The Center is aligned with the University’s mission of serving persons in need in an urban context and is viewed by many constituents as a very successful outreach program for the University of Detroit Mercy. Consequently, its operations have contributed to the identity of the School and its local, regional, and international reputation. The Detroit Collaborative Design Center offers work-study and co-op opportunities for students and is a creative outlet for faculty development. Its services are fully integrated into the School and until recently the Center provided the only digital plotting service for students. Because of its thorough integration into the School, the team is concerned about the Center’s ability to find the necessary level of support it requires. The Center’s demise would have a significant impact on the School, the University and their shared aspirations”.

The School has addressed this issue as follows:

1. Per the response to Condition 10 above, the Kresge Foundation has provided support for the Design Center of \$125,000 per year through 2015. This amount should assure the stability and continuation of the Design Center by filling the gap between contracts, grants and university support.
2. In addition, this past year the Design Center landed the biggest grant in their history from the Ford Foundation. \$ 1,500,000 was provided to support the Design Center’s role in the innovative “Detroit Works Project” to develop new land use and economic development strategies for the city. This enabled us to hire many new contract staff members for the development of this project and to open a satellite location downtown. An additional \$ 300,000 was provided by the Kellogg Foundation, to provide gap financing for a limited period of time for the Detroit Works Project.
3. Enterprise Community Partners has provided an Architectural Rose Fellowship position for the Design Center for a 3-year period valued at \$ 47,500 per year.
4. In addition, grant funds have been received this past year from the Surdna Foundation, and the Ford Motor Company Fund totaling around \$ 85,000.

Changes in Program Since Last Visit

The addition of ARCH 2190: Introduction to Architecture 3, 1 credit hour and the emphasis on site planning in ARCH 4100: Integrated Design are the only curriculum changes since the last visit.

Early discussions are underway to consider adding a 3-year Masters of Architecture curriculum structure. No formal plans have been developed, but we expect that an initial business plan may be included in next year's report.

The cooperative education program has been moved to the School from central administration. We now have a seasoned professional working as an adjunct to lead this program 12 months a year.

A major administrative change took place on May 16, 2011 when, after 18 years of service, Dean Stephen Vogel, FAIA stepped down as Dean to return to faculty and Professor Will Wittig, AIA become Dean of Architecture at that time.

Another reorganization of office staff is being planned at the writing of this report. We hope to do a search for a new Associate Dean to replace an Assistant Dean who is retiring, and we hope to phase out the position of Assistant to the Dean in the short term to make way for a new Business Manager Position.

The aforementioned facility in Volterra Italy represents a major improvement to the program, which will greatly expand our ability to provide outstanding study abroad opportunities for all our students including study abroad scholarships for some students.

Annual Report Narrative 2011

Narrative not required – focus visit in 2011. See section 4.4 for the Focus Visit Report.

Annual Report Narrative 2010

The narrative for 2010 cannot be located at this time in the SOA records but may be available from NAAB.

Annual Report Narrative 2009

**University of Detroit Mercy
School of Architecture
Stephen Vogel, Dean
15-19 March 2008**

Part II (Narrative Report)

Below is the narrative by the last Visiting Team of the Conditions/Criteria Not Met as well as Causes of Concern followed by the Proposed UDMSOA Strategy to deal with the issues. The President's Council of the University of Detroit Mercy approved the proposed strategy. The status of implementing the strategy is also indicated.

1.4. Conditions/Criteria Not Met

Condition 6: Human Resources

From the VTR: "The 2002 Visiting Team Report found that both the Human Resources and Human Resource Development conditions were not adequately addressed by the School. In fact these Conditions have been an outstanding issue prior to the 2002 accreditation visit. This team (2008) had expected to find these two Conditions addressed, at least to some degree, during this visit. However, the 2008 team finds conditions similar to what was found by the last team—faculty salaries are lower than university averages and regional peer institutions and the resources available for faculty development and professional growth are limited.

The visiting team views this problem as a concern not just for the NAAB accreditation but also for the spirit and life of the School of Architecture. With this concern in mind, some immediate actions need to be forthcoming. Faculty salaries need to achieve parity with university averages and with the architecture faculty salaries of other regional institutions if the school is to remain competitive and achieve its potential. In addition, more resources are required for professional growth of the faculty.

These same concerns are expressed for the compensation of adjunct faculty. While adjunct faculty salaries are tied to the number of credit hours taught, the team notes that the number of student contact hours required per credit hour is considerably more in architecture studios than in other disciplines on campus. Considering the significant role adjunct faculty play in the advancement of the school, this is a very important issue. The team considers this issue comparable to the salary challenges faced by the full time tenure and tenure-leading faculty.

Technical support staff for the woodshop and computer labs is also a concern. The number of personnel is inadequate given the emphasis the school has placed on computing and hands-on experiences. This situation is likely to worsen as the school contemplates a mandatory student computer purchase program, advances the desire for more design-build studios, or responds to the request for an increase in student enrollment.

Finally, the office support staff is stretched thin by the growth in the number of programs offered within the school."

Proposed UDMSOA Strategy:

- Create a one-time equity fund of an estimated \$30,000/year for 3 years to increase full time faculty pay. Benchmark against East Central Region architecture schools. (Faculty salary budgeted for two tenure track, assistant professor positions advertised and filled in AY 2009-10 are budgeted at \$61,000 and \$67,000, a substantive increase for assistant professor positions. Equity increases for existing faculty are not yet implemented).
- Increase adjunct pay for high contact hour studios. (Implemented AY 2009-10: 4 credit hour studios increased from \$4000 to \$5500/term; 5 credit hour studios increased from \$5000 to \$6500/term; 8 credit hour masters studios increased from \$8000 to \$9500/term.)
- Add 9-month position for woodshop personnel in 2010. (Not implemented).
- Resolve open position for the Director of Undergraduate Programs in Architecture (Implemented AY 2009-10)
- Add a thirteenth full time position in 2011, either tenure track or lecturer. (Implemented AY 2009-10)
- Add a fourteenth full time position for new Interior Architecture position in 2010 if program launched. (Not yet implemented)
- Add one full time office staff if a new program is launched. (Not yet implemented).
- Keep full time IT person in Architecture (Implemented on a trial basis).

Condition 7: Human Resource Development

From VTR: "See Comments for Condition #6".

Proposed UDMSOA Strategy:

- See Strategy for Condition #6.
- Create a clear policy outlining both individual and collective opportunities for faculty and student growth inside and outside the program. (Revised policy in progress).

Condition 10: Financial Resources

From VTR: "The financial resources do not appear to have substantially improved since the 2002 accreditation visit. The school's multiple challenges with support services, physical facilities, faculty development, and faculty salaries can all be attributed to a shortfall in resources. In addition, the Detroit Collaborative Design Center requires a stable source of funds if it is to achieve the school's aspirations for this innovative program".

Proposed UDMSOA Strategy:

- See Strategy for Condition #6.
- Seek funding for the Design Center from foundations. (The Kresge Foundation is now supporting the Center with a \$250,000 grant spread over three years. Additional funding has been applied for).
- The University will continue to fund the gap in the Design Center if required. (The Salary of the Executive Director of the Design Center has been moved to the School of Architecture budget except for a \$32,000 stipend. The School and the University also absorb other overhead costs).

- *Seek an endowment of the Design Center in the Capital Campaign. (Not implemented as of yet).*

1.5. Causes of Concern

A. Physical Resources

From the VTR: "The Warren Loranger Architecture Building has not been fully renovated and as a consequence does not meet the needs of the School. Those parts of the building that have been renovated are well conceived and quite beautiful. The skill of the executed portions of the design makes the physical environment a learning laboratory for students in the architecture program. Nonetheless, such needs as the provision of private faculty offices and efficient studio spaces are still not fulfilled. The team notes that the new multi-purpose room is scheduled for this summer's phase of building renovation. While the School has a master plan for the renovation of the building, the team expresses a concern that the remainder of the work required to complete the renovation does not appear to be forthcoming in a timely manner.

In addition to the general building, many of the studios lack adequate workstations for students to complete their assigned work. As a consequence students openly question why their relatively high tuition does not translate into better equipment and furniture comparable to peer institutions".

Proposed UDMSOA Strategy:

- *Peter Peirce Interactive Learning Center (referred to as multipurpose room in team comments) completed in the summer of 2009.*
- *Include completion of the Warren Loranger Architecture Building in the capital campaign. (Not yet implemented).*
- *Construct new faculty offices and related construction in the summer of 2009. Estimated cost: \$300,000. (Not implemented, waiting for fund raising in progress).*
- *Replace student workstations at the rate of 60 per year for 3 years. Estimated cost: \$100,000/year. (Not yet implemented).*
- *Include a small building maintenance fund in the operating budget. Estimated cost: \$3000/year. (Implemented AY 2009-2010).*
- *Purchase and install a laser cutter. Estimated cost \$15,000. (Not implemented).*
- *Purchase and install a flat bed scanner (joint with library?): \$15,000 (Not implemented).*

B. Site Planning and Design Projects

From the VTR: "The team finds that site planning issues were marginally investigated through studio course work. Additional emphasis on site development, parking layout, topographic manipulation, accessibility, etc. would introduce students to a broader view of comprehensive site planning and further enhance a curriculum that prides itself on an integrative approach to building design".

Proposed UDMSOA Strategy:

- *Initiate a one credit hour landscape/site-planning module to the Introduction to Architecture sequence of courses. (Introduction to Architecture 3: Site Planning and Landscape will be introduced in Second Year, Term 2, AY 09-10).*
- *Mandate that second year studios have at least one suburban/rural project that emphasizes site planning (To be implemented AY2010-11).*
- *Ask that vertical studio instructors be conscience of and emphasize site-planning issues if appropriate to their assignments. (Implemented).*

C. Social Equity

From the VTR: "Although the university has a stated policy addressing affirmative action, equal opportunity and fair treatment in its literature for students, faculty and staff, the School of Architecture's number of minority tenure track faculty and enrolled students does not match the demographics of its context. Increasing minority participation in the School's community will align faculty employment and student enrollment with the University mission statement of serving persons in need in an urban context. The team did not find any systematic assessment and evaluation processes for these initiatives that would help the School meet its goal."

Proposed UDMSOA Strategy:

- *Hire minority faculty, if possible, in the next round of advertisement for tenure track faculty. (In AY2008-2009, two tenure track positions were advertised resulting in a final pool of six candidates, three of which were female and two of which were African American. One white female and one white male were hired. An African American woman was offered a tenure track position but, for personal reasons, she chose to take a one year contract with the opportunity in the future to have it converted to tenure track.)*
- *An East Indian Jesuit priest/architect was hired to tenure track in AY2008-09.*
- *An African American Landscape Architect was hired in the Design Center and as an adjunct faculty.*
- *Create a strategy for seeking academically disadvantaged and people of color to enter the architecture curriculum as students. (Not yet implemented. A summer bridge program has been proposed as well as an articulation agreement with Wayne County Community College. The later was well developed but was rejected for financial reasons by the Community College).*

D. Detroit Collaborative Design Center

From the VTR: "The Detroit Collaborative Design Center provides several essential functions for the School of Architecture. The Center is aligned with the University's mission of serving persons in need in an urban context and is viewed by many constituents as a very successful outreach program for the University of Detroit Mercy. Consequently, its operations have contributed to the identity of the School and its local, regional, and international reputation. The Detroit Collaborative Design Center offers work-study and co-op opportunities for students and is a creative outlet for faculty development. Its services are fully integrated into the School and until recently the Center provided the only digital plotting service for students. Because of its thorough integration into the School, the team is concerned about the Center's ability to find the necessary level of support it requires. The Center's demise would have a significant impact on the School, the University and their shared aspirations".

Proposed UDMSCOA Strategy:

- *See Strategy for Condition #10 above.*

Changes in Program Since Last Visit

Other than noted above, there have been no significant changes to the program since the last visit.

Annual Report Narrative 2008

Narrative not required - year following accreditation visit.

c. Faculty Credentials

The full Faculty of the School of Architecture includes 12 full time faculty and approximately 17 part time adjunct faculty in a given academic year. All faculty members possess both academic and professional credentials as well as a broad variety of experiential background that enable them to be effective teachers with relevant knowledge. The Faculty includes proficiencies garnered from previous and ongoing professional practice, academic research, and alternative practice such as installation, design-build work and filmmaking. Each faculty member is assigned to a specific set of courses based on their experience and expertise, which ensures their effectiveness in the classroom. Please refer the teaching assignment/summary of expertise chart in Section 1.2.1, and Faculty Resumes in Section 4.3.

Part Two – Educational Outcomes and Curriculum

2.1 Student Performance Criteria

2.1.1 Student Performance Criteria

The following list indicates the courses that serve as sources for achieving the required outcomes:

A.1: Communication Skills: Ability to read, write, speak and listen effectively.

[ENL 1310: COMPOSITION]

[CST 1010: SPEECH]

ARCH 2520: ARCHITECTURAL HISTORY & THEORY III

ARCH 5100/5200: MASTERS STUDIO I & II

A.2: Design Thinking Skills: Ability to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test alternative outcomes against relevant criteria and standards.

ARCH 1300: ARCHITECTURAL DESIGN III

ARCH 1400: ARCHITECTURAL DESIGN IV

ARCH 2100/2200/2300 – DESIGN V-VII

A.3: Visual Communication Skills: Ability to use appropriate representational media, such as traditional graphic and digital technology skills, to convey essential formal elements at each stage of the programming and design process.

ARCH 1110: VISUAL COMMUNICATIONS I

ARCH 1210: VISUAL COMMUNICATIONS II

ARCH 1160: COMPUTER GRAPHICS I

ARCH 2160: COMPUTER GRAPHICS II

+ ALL STUDIOS

A.4: Technical Documentation: Ability to make technically clear drawings, write outline specifications, and prepare models illustrating and identifying the assembly of materials, systems, and components appropriate for a building design.

ARCH 3010/ARCH 3020: PROFESSIONAL EXPERIENCE I & II

ARCH 1160: COMPUTER GRAPHICS

ARCH 2250: CONSTRUCTION II

A.5: Investigative Skills: Ability to gather, assess, record, apply, and comparatively evaluate relevant information within architectural coursework and design processes.

ARCH 2100: ARCHITECTURAL DESIGN V

ARCH 2200: ARCHITECTURAL DESIGN VI

ARCH 2300: ARCHITECTURAL DESIGN VII

ARCH 5100/5200: MASTERS STUDIO I & II

A.6: Fundamental Design Skills: Ability to effectively use basic architectural and environmental principles in design.

ARCH 1100: ARCHITECTURAL DESIGN I

ARCH 1200: ARCHITECTURAL DESIGN II

ARCH 1300: ARCHITECTURAL DESIGN III

A.7 Use of Precedents: Ability to examine and comprehend the fundamental principles present in relevant precedents and to make choices regarding the incorporation of such principles into architecture and urban design projects.

ARCH 1300: ARCHITECTURAL DESIGN III

ARCH 1400: ARCHITECTURAL DESIGN IV

ARCH 5100/5200: MASTERS STUDIO I & II

A.8: Ordering Systems Skills: Understanding of the fundamentals of both natural and formal ordering systems and the capacity of each to inform two- and three-dimensional design.

ARCH 1100: ARCHITECTURAL DESIGN I

ARCH 1200: ARCHITECTURAL DESIGN II
ARCH 1290: INTRO. TO ARCHITECTURE II

A.9: Historical Traditions and Global Culture: Understanding of parallel and divergent canons and traditions of architecture, landscape and urban design including examples of indigenous, vernacular, local, regional, national settings from the Eastern, Western, Northern, and Southern hemispheres in terms of their climatic, ecological, technological, socioeconomic, public health, and cultural factors.

ARCH 2120: ARCHITECTURAL HISTORY & THEORY I
ARCH 2220: ARCHITECTURAL HISTORY & THEORY II
ARCH 2520: ARCHITECTURAL HISTORY & THEORY III

A. 10: Cultural Diversity: Understanding of the diverse needs, values, behavioral norms, physical abilities, and social and spatial patterns that characterize different cultures and individuals and the implication of this diversity on the societal roles and responsibilities of architects.

PYC 2650: PSYCHOLOGY OF THE ENVIRONMENT

B.1: Pre-Design: Ability to prepare a comprehensive program for an architectural project, such as preparing an assessment of client and user needs, an inventory of space and equipment requirements, an analysis of site conditions (including existing buildings), a review of the relevant laws and standards and assessment of their implications for the project, and a definition of site selection and design assessment criteria.

ARCH 2100/2200/2300: ARCHITECTURAL DESIGN V-VII
ARCH 5100: MASTERS STUDIO I

B.2: Accessibility: Ability to design sites, facilities, and systems to provide independent and integrated use by individuals with physical (including mobility), sensory, and cognitive disabilities.

ARCH 2100/2200/2300: ARCHITECTURAL DESIGN V-VII
ARCH 4100: INTEGRATED STUDIO

B.3: Sustainability: Ability to design projects that optimize, conserve, or reuse natural and built resources, provide healthful environments for occupants/users, and reduce the environmental impacts of building construction and operations on future generations through means such as carbon-neutral design, bioclimatic design, and energy.

ARCH 2140: ECOLOGICAL DESIGN
ARCH 1400: ARCHITECTURAL DESIGN IV
ARCH 2100/2200/2300: ARCHITECTURAL DESIGN V-VII

B. 4: Site Design: Ability to respond to site characteristics such as soil, topography, vegetation, and watershed in the development of a project design.

ARCH 2190: INTRODUCTION TO ARCHITECTURE III
ARCH 2100/2200/2300: ARCHITECTURAL DESIGN V-VII
ARCH 4100: INTEGRATED DESIGN

B.5: Life Safety: Ability to apply the basic principles of life-safety systems with an emphasis on egress.

ARCH 4100: INTEGRATED STUDIO
ARCH 2100/2200/2300: ARCHITECTURAL DESIGN V-VII
ARCH 2340: ENVIRONMENTAL TECHNOLOGY

B.6: Comprehensive Design: Ability to produce a comprehensive architectural project that demonstrates each student's capacity to make design decisions across scales while integrating the following SPC:

ARCH 5100: MASTERS STUDIO I
ARCH 5200: MASTERS STUDIO II
ARCH 4100: INTEGRATED STUDIO (B2, B4, B5, B8, & B9)

B.7: Financial Considerations: Understanding of the fundamentals of building costs, such as acquisition costs, project financing and funding, financial feasibility, operational costs, and construction estimating with an emphasis on life-cycle cost accounting.

ARCH 5190: PROFESSIONAL PRACTICE

B.8: Environmental Systems: Understanding the principles of environmental systems' design such as embodied energy, active and passive heating and cooling, indoor air quality, solar orientation,

daylighting and artificial illumination, and acoustics; including the use of appropriate performance assessment tools.

ARCH 2140: ECOLOGICAL DESIGN
ARCH 2340: ENVIRONMENTAL TECHNOLOGY I
ARCH 2440: ENVIRONMENTAL TECHNOLOGY II

B.9: Structural Systems: Understanding of the basic principles of structural behavior in withstanding gravity and lateral forces and the evolution, range, and appropriate application of contemporary structural systems.

ARCH 2130: PRINCIPLES OF STRUCTURAL BEHAVIOR
ARCH 2330: STRUCTURES I
ARCH 2430: STRUCTURES II

B. 10: Building Envelope Systems: Understanding of the basic principles involved in the appropriate application of building envelope systems and associated assemblies relative to fundamental performance, aesthetics, moisture transfer, durability, and energy and material resources.

ARCH 2150: CONSTRUCTION I
ARCH 2250: CONSTRUCTION 2

B.11: Building Service Systems: Understanding of the basic principles and appropriate application and performance of building service systems such as plumbing, electrical, vertical transportation, security, and fire protection systems.

ARCH 2340: ENVIRONMENTAL TECHNOLOGY I
ARCH 2440: ENVIRONMENTAL TECHNOLOGY II

B.12: Building Materials and Assemblies: Understanding of the basic principles utilized in the appropriate selection of construction materials, products, components, and assemblies, based on their inherent characteristics and performance, including their environmental impact and reuse.

ARCH 2150: CONSTRUCTION I
ARCH 2250: CONSTRUCTION 2

C.1: Collaboration: Ability to work in collaboration with others and in multi- disciplinary teams to successfully complete design projects.

ARCH 1300: ARCHITECTURAL DESIGN III
ARCH 1400: ARCHITECTURAL DESIGN IV
ARCH 2100/2200/2300: ARCHITECTURAL DESIGN V-VII

C.2: Human Behavior: Understanding of the relationship between human behavior, the natural environment and the design of the built environment.

PYC 2650: PSYCHOLOGY OF THE ENVIRONMENT

C.3: Client Role in Architecture: Understanding of the responsibility of the architect to elicit, understand, and reconcile the needs of the client, owner, user groups, and the public and community domains.

ARCH 2100/2200/2300: ARCHITECTURAL DESIGN V-VII
ARCH 5590: ARCHITECTURAL & CONSTRUCTION LAW
ARCH 5190: PROFESSIONS

C.4: Project Management: Understanding of the methods for competing for commissions, selecting consultants and assembling teams, and recommending project delivery methods.

ARCH 3010/3020: PROFESSIONAL EXPERIENCE I & II
ARCH 5190: PROFESSIONS

C.5: Practice Management: Understanding of the basic principles of architectural practice management such as financial management and business planning, time management, risk management, mediation and arbitration, and recognizing trends that affect practice.

ARCH 5190: PROFESSIONS
ARCH 3000: PROFESSIONAL EXPERIENCE PREP.

C.6: Leadership: Understanding of the techniques and skills architects use to work collaboratively in the building design and construction process and on environmental, social, and aesthetic issues in their communities.

ARCH 2100/2200/2300: ARCHITECTURAL DESIGN V-VII
ARCH 3000: PROFESSIONAL EXPERIENCE PREP.
ARCH 5190: PROFESSIONS

C.7: Legal Responsibilities: Understanding of the architect's responsibility to the public and the client as determined by registration law, building codes and regulations, professional service contracts, zoning and subdivision ordinances, environmental regulation, and historic preservation and accessibility laws.

ARCH 5590: ARCHITECTURAL & CONSTRUCTION LAW
ARCH 5190: PROFESSIONS

C.8: Ethics and Professional Judgment: Understanding of the ethical issues involved in the formation of professional judgment regarding social, political and cultural issues in architectural design and practice.

ARCH 1290: INTRO. TO ARCHITECTURE II
ARCH 3000: PROFESSIONAL EXPERIENCE PREP.
ARCH 5190: PROFESSIONS
ARCH 5590: ARCHITECTURAL & CONSTRUCTION LAW

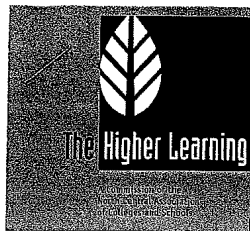
C.9: Community and Social Responsibility: Understanding of the architect's responsibility to work in the public interest, to respect historic resources, and to improve the quality of life for local and global neighbors.

ARCH 2100/2200/2300: ARCHITECTURAL DESIGN V-VII
ARCH 2140: ECOLOGICAL DESIGN
ARCH 5190: PROFESSIONS
ARCH 5590: ARCHITECTURAL & CONSTRUCTION LAW

2.2 Curricular Framework

2.2.1 Regional Accreditation

The University of Detroit Mercy is accredited by the North Central Association of Colleges and Schools. It received a full ten-year accreditation in 2007.



30 North LaSalle Street, Suite 2400 | Chicago, IL 60602 | 312-263-0456
800-621-7440 | Fax: 312-263-7462 | www.ncahlc.org

Serving the common good by assuring and advancing the quality of higher learning

July 11, 2007

President Gerard Stockhausen
University of Detroit Mercy
4001 W. McNichols
Detroit, MI 48221-3038

Dear President Stockhausen:

This letter is formal notification of the action taken concerning University of Detroit Mercy by The Higher Learning Commission. At its meeting on June 25, 2007, the Institutional Actions Council (IAC) voted to continue the accreditation of University of Detroit Mercy, and to adopt any new items entered on the attached Statement of Affiliation Status (SAS). The Commission Board of Trustees validated the IAC action through its validation process that concluded on July 11, 2007. The date on this letter constitutes the effective date of your new status with the Commission.

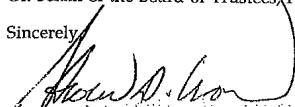
I have enclosed your institution's *Statement of Affiliation Status (SAS)* and *Organizational Profile (OP)*. The SAS is a summary of your organization's ongoing relationship with the Commission. The OP is generated from data you provided in your most recent, (2005-06) Annual Institutional Data Update. If the current Commission action included changes to the demographic, site, or distance education information you reported in your Annual Institutional Data Update, we have made the change on the *Organizational Profile*. No other organizational information was changed.

The attached *Statement of Affiliation Status* and *Organizational Profile* will be posted to the Commission website on Monday, July 23, 2007. Before this public disclosure however, I ask that you verify the information in both documents, and inform me before Friday, July 20, of any concerns that you may have about these documents. Information about notifying the public of this action is found in Chapter 8.3-3 and 8.3-4 of the *Handbook of Accreditation, Third Edition*.

Please be aware of Commission policy on planned or proposed organizational changes that require Commission action before their initiation. You will find the Commission's change policy in Chapter 7.2 of the *Handbook of Accreditation*. I highly recommend that you review it with care and if you have any questions about how planned institutional changes might affect your relationship with the Commission, you write or call Karen J. Solomon, Ed.D., your staff liaison.

On behalf of the Board of Trustees, I thank you and your associates for your cooperation.

Sincerely,


Steven D. Crow, Ph.D.
President

Enclosures: Statement of Affiliation Status
Organizational Profile

cc: Evaluation Team Members
Chair of the Board

2.2.2 Professional Degrees and Curriculum

The current overview of the Master of Architecture curriculum is shown below (see sample curriculum chart on the following page):

Required Professional Courses	111 cr. hrs.
Required General Studies and Core Courses	15 cr. hrs.
+General Studies Core "Elective" Courses (some choices available)	30 cr. hrs.
Professional OR General Studies Elective Courses*	<u>18 cr. hrs.</u>
Total Master of Architecture Credit Hours	174 cr. hrs.

For elective courses, there is no particular requirement that they be professional or non-professional courses. On average most students take 3 or 4 architecture electives and 2 or 3 non-architecture electives, so most students graduate with at least 51 credit hours of non-architecture content.

Core Curriculum

The general studies core indicated above refers to the University requirement that students must complete a core curriculum as part of their studies. This core is outlined below. Descriptions of the courses students may select from are found on the University web site. There is some overlap between the core and the architecture curriculum since several architecture courses are approved for core credit. The six core curriculum objectives and the required credit hours in the objective for architecture students are as follows:

- Objective 1: Communication Skills (6 credit hours)
- Objective 2: Mathematical and Computer Skills (9 credit hours)
- Objective 3: Scientific Literacy (9 credit hours)
- Objective 4: Meaning and Value (9 credit hours)
- Objective 5: Diverse Human Experience (12 credit hours)
- Objective 6: Social Responsibility (6 credit hours)

Minors and Concentrations

There are approximately 22 Minor's available to undergraduate students at UDM. The requirements and pre-requisites vary from program to program, but generally speaking a minor requires a minimum of 18 credit hours in the specified area, some of which may also count towards a major or the Core Curriculum. There is one minor available in the School of Architecture, which is the Minor in Digital Media Studies. Very few architecture students pursue minors. It is possible to do so, but the rigors of the program mean that it does require extra course work. Currently the Bachelor of Science in Architecture degree is not granted automatically for all architecture students, which probably also acts as a deterrent to pursuing minors. However, if a student is interested in a minor, they can easily be granted the Bachelor's degree concurrently with the Masters degree so that the Minor can be associated with the Bachelors degree. There have been students occasionally who have completed minors in areas such as Philosophy, History, or Economics.

There are no concentrations as such in the architecture program. Students have four free electives in the graduate year, and students may select any graduate level course that they are eligible to take at the University with these electives. In the past, lists of various elective combinations that could be considered concentrations have been published and students were encouraged to declare a concentration and select their electives accordingly. However, in practice most students were not interested in packaging their electives as a concentration and preferred the freedom to select two electives each semester that they found most interesting. One exception to this would be that each year several students are interested in focusing their electives on community development. The Masters of Community Development program offers a number of classes each semester and graduate level architecture students may select these courses for their electives. Some students have capitalized on the 12 credits available in the masters year and have gone on to complete the 36 credit hour MCD program.



University of Detroit Mercy | School of Architecture
Master's of Architecture Curriculum Plan 2013-14

	Term I [Fall]		Term II [Winter]		Term III [Summer]
1st Year					
	ARCH 1100 Architectural Design I	4 cr ____	ARCH 1200 Architectural Design II	4 cr ____	
	ARCH 1110 Visual Communications I	3 cr ____	ARCH 1210 Visual Communications II	3 cr ____	
	ARCH 1190 Introduction to Arch. I	1 cr ____	ARCH 1290 Introduction to Arch. II	1 cr ____	
	ENL 1310 Academic Writing [Obj. 1]	3 cr ____	ARCH 2130 Prin. Structural Behavior	3 cr ____	
	MTH 1400 Elem. Functions [Obj. 2]	3 cr ____	CST 1010 Fund. of Speech [Obj. 1]	3 cr ____	
	PHL 1000 Intro. to Philosophy [Obj. 4a]	3 cr ____	Elective Natural Science [Obj. 3b]	3 cr ____	
		17 cr		17 cr	
					open
2nd Year					
	ARCH 1300 Architectural Design III	4 cr ____	ARCH 1400 Architectural Design IV	4 cr ____	
	ARCH 2160 3D Comp. Graph.	3 cr ____	ARCH 1160 Comp. Graph.	3 cr ____	
	ARCH 2120 Arch. Hist. & Theory I	3 cr ____	ARCH 2220 Arch. Hist. & Theory II	3 cr ____	
	ARCH 2330 Structures I	3 cr ____	ARCH 2430 Structures II	3 cr ____	
	ARCH 2140 Ecological Design	3 cr ____	ARCH 2340 Environmental Tech. I	3 cr ____	
	ARCH 2190 Intro. to Arch. III	1 cr ____		16 cr	
		17 cr			
					open
3rd Year					
	ARCH 2100 Architectural Design V	5 cr ____	ARCH 2200 Architectural Design VI	5 cr ____	
	ARCH 2150 Construction I	3 cr ____	ARCH 2250 Construction II	3 cr ____	
	ARCH 2440 Environmental Tech. II	3 cr ____	PYC 2650 Environmental Psych.	3 cr ____	
	ARCH 2520 Arch. Hist. & Theory III	3 cr ____	Elective Social/Natural Sci. [Obj. 3c]	3 cr ____	
	ARCH 3000 Prof. Experience Prep.	1 cr ____	Elective Ethics [Obj. 6a]	3 cr ____	
	Elective Religious Studies [Obj. 4b]	3 cr ____		17 cr	
		18 cr			
					ARCH 3010 Prof. Exp. I 2 cr ____
4th Year					
	ARCH 2300 Architectural Design VII	5 cr ____	ARCH 4100 Integrated Design	5 cr ____	
	Elective Philosophy/Rel.St. [Obj. 4c]	3 cr ____	Elective Comparative Exp. [Obj. 5d]	3 cr ____	
	Elective Historical Exp. [Obj. 5a]	3 cr ____	Elective Core Choice [Obj. 3-6]	3 cr ____	
	Elective Literature Exp. [Obj. 5b]	3 cr ____	Elective Free Elective	3 cr ____	
	Elective Social/Political Prb. [Obj. 6b]	3 cr ____	Elective Free Elective	3 cr ____	
		17 cr		17 cr	
					ARCH 3020 Prof. Exp. II 2 cr ____
					140 Credit Hours U.G.
	Apply to the Master's Program in January of the 4th Year.				
5th Year					
	ARCH 5100 Master's Studio I	5 cr ____	ARCH 5200 Master's Studio II	5 cr ____	
	ARCH 5110 Mst. Studio Supplement I	3 cr ____	ARCH 5210 Mst. Studio Supplement II	3 cr ____	
	ARCH 5590 Arch. & Construction Law	3 cr ____	ARCH 5190 Profession of Architecture	3 cr ____	
	Elective Grad. Concentration	3 cr ____	Elective Grad. Concentration	3 cr ____	
	Elective Grad. Concentration	3 cr ____	Elective Grad. Concentration	3 cr ____	
		17 cr		17 cr	
					34 Credit Hours Grad.

Graduate Electives

Below are the graduate electives that were offered by the School of Architecture in AY 2012/2013. These electives vary somewhat from year to year depending upon the availability of faculty and the number of courses that can be filled by the graduate population.

ARCH 5220: Dichotomy Student Journal
ARCH 5290: Development Practicum
ARCH 5570: Health Care Environments
ARCH 5710: Graphic Design I
ARCH 5720: Historic Preservation
ARCH 5810: Graphic Design II
ARCH 5920: Theory of Urban Form
ARCH 5920: The Gilded Age
ARCH 5950: Construction Documentation
ARCH 5970: Teaching and Learning the City
ARCH 5980: Making Detroit: History and Mystery
ARCH 5990: Building Information Modeling
MCD 5010: Introduction to Community Development
MCD 5020: Introduction to Economic Development
MCD 5040: Introduction to Human Development
MCD 5060: Introduction to Physical Development
MCD 5080: Introduction to Organizational Development
MCD 5100: Role of Diversity & Multi-Culturalism
MCD 5140: Regional Development & Sustainability

Additional electives that have been offered in the previous two years include:

ARCH 5370: Public Policy
ARCH 5510: Advanced Visual Communications: Water Color
ARCH 5610: Advanced 3-D Design
ARCH 5670: Methodologies in Health Care Design
ARCH 5960: The Digital Image in Space
ARCH 5970: Place/Site Analysis
ARCH 5990: Religion and Public Space

Off Campus Programs

Students have the potential to engage in two international study programs during their third or fourth year in the program. Both programs have been running successfully for over 25 years. Students are recruited and go through an application process in the fall and rosters for both programs are posted in the fall for the winter semester in Warsaw and the summer semester in Volterra. In both cases the only course that is part of the required curriculum is design studio, however, the balance of the curriculum for each program is designed to mesh with the UDM core curriculum, so students who participate in these programs complete a full semester of class work abroad without falling behind in the curriculum.

- Polish Exchange Program: Students spend a full semester at the Warsaw University of Technology in Warsaw, Poland. Ten to twelve students and one faculty take part in the program each year. Students are required to take the following courses:

ARCH 2200 or 2300 - Vertical Design Studio	(5)	
ARCH 4800 - Urban Design Studio	(3)	(elective)
ARCH 3810 - Drawing/Watercolor	(3)	(Obj.5C)
ARCH 3820 - History of Polish Architecture	(1.5)	

+ ARCH 3320 - History of Town Planning	(1.5)	(Obj. 5A)
PLS 1100 - Polish Language and Culture	(3)	(Obj. 5D)

Students use the facilities and classrooms at the School of Architecture in Warsaw, live in the university dorms in Warsaw and take their classes in English from Polish professors. In the fall semester, ten to twelve Polish students and one Professor study at UDM.

- Volterra Program: Students spend a full summer semester of study in Volterra, Italy. Ten to twelve architecture students and one faculty take part in the program each year. Students are required to take the following courses:

ARCH 2200 or 2300 - Vertical Design Studio	(5)	
HIS 3170 - Italian Art History	(3)	(Obj. 5A)
ARCH 3270 - Architectural Analysis	(3)	(elective)
ITL 1150 - Italian Language	(3)	(Obj. 5D)
FA 3910 - Alabaster	(3)	(Obj. 5C)

The facility in this case is a self-contained educational facility designed specifically for the program that includes classrooms, studio space, dormitories, communal kitchen and living spaces, and faculty apartments. The facility is provided by the Volterra Detroit Foundation, which is a spin-off non-profit organization that was formed by the School of Architecture in order to develop and manage the facility. The President of the Foundation is a tenured faculty member currently serving as the Director of International Programs.

2.2.3 Curriculum Review and Development

Generally curriculum review and development within the architecture program is the purview of the Faculty Council, which is a body that includes all full-time faculty and academic administrators. Although adjunct faculty have a standing invitation to these meetings, they are not voting members. All full time faculty including tenured, tenure track, and full time instructors may vote on motions and proposals presented to the faculty council. Administrators (Dean and Associate Dean) do not vote on motions or proposals being formally considered by the Faculty Council although they actively participate in discussions.

Most curriculum development is studied in greater detail by the Curriculum Committee. The make up of the Curriculum Committee may vary slightly from year to year, but it typically consists of the studio level coordinators, and is currently chaired by the Associate Dean. The Associate Dean serves as the primary leader for curriculum issues although as proposals are voted on by the Faculty Council, as an administrator the Associate Dean does not vote as part of that body.

The Curriculum Committee may meet regularly to discuss agenda items or directives that have been assigned by the full Faculty Council. At times when specific curricular issues are under consideration they may meet more frequently, or they may assign duties to ad-hoc sub-committees to work on special projects. Recently there have been fewer changes proposed to the Architecture curriculum in anticipation of the implementation of a new Core Curriculum at the University. The core has been studied in depth for several years by a university wide committee, and a new core structure is anticipated to be implemented in the next year or two. Consequently, significant changes to the Architecture curriculum have not been proposed while we wait to assess the impact of the new Core Curriculum.

2.3 Evaluation of Preparatory / Pre-professional Education

Transfer students are considered for admission and are expected to meet the requirements similar to those noted above, although transfer students are expected to have a 3.0 g.p.a. from their previous institution to be considered for admission.

Prior university course work is evaluated for acceptability for transfer credit for either architecture courses or core courses by reviewing course descriptions, content, and objectives from the various colleges or universities. C-, D and F grades on course work disqualifies the course from transfer regardless of the institution in question. The University Registrar evaluates all non-architecture course work for potential transfer credit.

All courses that are related to architecture, construction, drawing, or design are evaluated by the School of Architecture administration who sends a summary to the Registrar's Office so those additional transfer credits can be added to the student's official record. (This has been done by the Dean recently, but will be a task assigned to the Associate Dean beginning this August.) All design and drawing courses under consideration for transfer credit include a portfolio review. Other courses are reviewed based on course description and/or syllabi, and occasionally personal conversations with faculty or administrators at the institution in question when possible. Published lists of approved architecture related courses are in place for several area community colleges where extensive review and discussion of curriculum has been possible, however, no articulation agreements are in place, so all students are still evaluated on a case by case basis and both their acceptance into the program and consideration for transfer credit for individual courses is reviewed on a case by case basis as warranted. In cases of students who hold a Bachelor's degree from another institution, UDM does not mandate that they meet all aspects of the UDM Core Curriculum specifically. In those cases if gaps in an undergraduate core experience are evident, students are required to take missing Liberal Arts course work at UDM as appropriate, including PYC 2650 which is a Liberal Arts course that is required for Architecture students.

All first year students take placement exams in Math and English to determine the appropriate level of coursework in those areas. If they cannot place into the course required for the degree, they then use the pre-requisite course as an elective credit and take the appropriate course after successful completion of the lower level course. The University may also allow advanced placement in English and Math or other courses of study, at which time course credit is given for the appropriate course if it fits within the curriculum requirement. Likewise, transfer students are often required to take math and English placement exams to ensure their competency and success in those areas if there is doubt about their previous course experience.

The School has an agreement in place that is similar to an articulation agreement with the University of Windsor. This is not simply a traditional articulation agreement with pre-approved electives, but is actually a program that was developed collaboratively to give students in U of Windsor's Visual Arts and the Built Environment program the ability to pursue an architectural degree at UDM if they so choose.

U of W students who are in good academic standing in their 3rd year are eligible to apply to UDM to transfer as full time UDM students in their fourth year to seek the B.S. in Arch. If successful in the fourth year, they are also eligible to then apply to the Masters program. Like other transfer students who might apply to study at UDM, each student applies formally including the submission of transcripts, a portfolio, and an essay. Individual candidates are reviewed carefully including consultation with the Director of the VABE program at the University of Windsor to determine not only their eligibility for acceptance but also their likelihood of success, and transcripts are checked to confirm that students have passed all courses that have been approved for transfer credit with a grade of C or higher.

See "Changes in Program Since Last Visit" for additional information regarding the University of Windsor program.

2.4 Public Information

2.4.1 Statement on NAAB-Accredited Degrees

The following description of the UDM SOA degree program and its relationship to NAAB and accreditation is included in all official promotional material including the School web site.

"The University of Detroit Mercy School of Architecture offers the Masters of Architecture (174 total credits) as a **NAAB accredited degree program**. The next accreditation visit will be in 2014 (full 6 year term granted in 2008).

"In the United States, most registration boards require a degree from an accredited professional degree program as a prerequisite for licensure. The National Architectural Accrediting Board (NAAB), which is the sole agency authorized to accredit U.S. professional degree programs in architecture, recognizes three types of degrees: the Bachelor of Architecture, the Master of Architecture and the Doctor of Architecture".

"A program may be granted a 6 year, 3 year, or 2 year term of accreditation, depending on the extent of its conformance with established educational standards. Doctor of Architecture and Master of Architecture degree programs may consist of a pre-professional undergraduate degree and a professional graduate degree that, when earned sequentially, constitute an accredited professional education. However, the pre-professional degree is not, by itself, recognized as an accredited degree". (NAAB) <http://www.naab.org/>"

2.4.2 Access to NAAB Conditions and Procedures

Incoming students are provided with a copy of the *Guide to Student Performance Criteria* as part of the course *ARCH 1190: Introduction to Architecture*. The accreditation process and the purposes of student performance criteria are discussed in a lecture that is part of this course.

Faculty receive a copy of the *Guide to Student Performance Criteria* along with the list of applicable courses as part of the Faculty Handbook that is distributed each academic year to both full time and adjunct faculty. These performance criteria are specifically discussed at the "mock team room" that takes place at the end of each term as part of the assessment process (described earlier in the APR) and during adjunct faculty orientation to particular courses.

All relevant NAAB documents as well as all recent Annual Reports, the last APR and VTR are also readily available on line through links from the SOA website.

2.4.3 Access to Career Development Information

All career development web sites recommended by NAAB are readily available through links from the SOA website.

Additionally, through the required Co-Op (Professional Experience) Program, students have access to a faculty member who is available to assist them throughout the full calendar year with career development resources. This also includes the following resources that are referenced in the Professional Experience Prep. class ARCH 3000:

1. NCARB/IDP PROCESS

<http://www.ncarb.org/Experience-Through-Internships/Getting-Started/My-NCARB-Record.aspx>

For questions about enrolling and the process of IDP, visit this web link:

<http://www.ncarb.org/en/Experience-Through-Internships/Getting-Started.aspx>

For NCARB definitions of a Professional Mentor and Workplace Supervisor, visit this web link:

<http://www.ncarb.org/Experience-Through-Internships/Supervisors-and-Mentors.aspx>

For a more complete understanding of NCARB and the current IDP Guidelines, visit this web link:

http://www.ncarb.org/en/Experience-Through-Internships/~media/Files/PDF/Guidelines/IDP_Guidelines.pdf

2. Enrolment in MESC Jobs Bank is encouraged.
3. Enrolment in On-line services (monster.com, etc.,) is encouraged.
4. Enrolment in Professional Organizations and Community Organizations is encouraged for networking experience.

2.4.4 Public Access to APRs and VTRs

All relevant NAAB documents as well as all recent Annual Reports, the last APR and VTR are all readily available on-line through links from the SOA website.

2.4.5 ARE Pass Rates

Please see section 1.1.2.D Architectural Education and the Profession for ARE Pass Rates Chart

Part Three – Progress Since the Last Site Visit

Please note. All conditions noted in the 2008 team report, which are discussed below are now considered to be met. As per the letter dated November 4th 2011 from NAAB following the focused visit: “the changes made or planned by the program to remove the identified deficiencies are satisfactory.”

The following responses to the ‘conditions not met’ and ‘areas of concern’ from the last full site visit in 2008 have been updated to reflect current conditions and continued progress in these areas.

3.1 Summary of Responses to Conditions Not Met

a. Responses to Conditions Not Met

Response to Not Met Conditions

Three conditions were cited as not met: Condition 6: Human Resources; Condition 7: Human Resource Development; and Condition 10: Financial Resources.

Condition 6: Human Resources

VTR 2008 Comments:

“The 2002 Visiting Team Report found that both the Human Resources and Human Resource Development conditions were not adequately addressed by the School. In fact these Conditions have been an outstanding issue prior to the 2002 accreditation visit. This team (2008) had expected to find these two Conditions addressed, at least to some degree, during this visit. However, the 2008 team finds conditions similar to what was found by the last team—faculty salaries are lower than university averages and regional peer institutions and the resources available for faculty development and professional growth are limited.

The visiting team views this problem as a concern not just for the NAAB accreditation but also for the spirit and life of the School of Architecture. With this concern in mind, some immediate actions need to be forthcoming. Faculty salaries need to achieve parity with university averages and with the architecture faculty salaries of other regional institutions if the school is to remain competitive and achieve its potential. In addition, more resources are required for professional growth of the faculty.

These same concerns are expressed for the compensation of adjunct faculty. While adjunct faculty salaries are tied to the number of credit hours taught, the team notes that the number of student contact hours required per credit hour is considerably more in architecture studios than in other disciplines on campus. Considering the significant role adjunct faculties play in the advancement of the school, this is a very important issue. The team considers this issue comparable to the salary challenges faced by the full time tenure and tenure-leading faculty.

Technical support staff for the woodshop and computer labs is also a concern. The number of personnel is inadequate given the emphasis the school has placed on computing and hands-on experiences. This situation is likely to worsen as the school contemplates a mandatory student computer purchase program, advances the desire for more design-build studios, or responds to the request for an increase in student enrollment.

Finally, the office support staff is stretched thin by the growth in the number of programs offered within the school.”

The School has addressed these issues on a number of levels:

1. Adjunct compensation has been increased in response to this concern (especially regarding contact hours for studios) as follows:
 - a. First and second year (foundation) studios, 4 cr. hr.: increased pay from \$4,000 to \$5,600. (40%)
 - b. Third and fourth year studios, 5 cr. hr.: increased pay from \$5,000 to \$7,000. (40%)
 - c. Thesis studios, 8 cr. hr., increased pay from \$8,000 to \$10,300. (29%)
 - d. Lecture and seminar courses, increased from \$ 3,000 to \$ 3,300. (10%)

Although these pay levels are still well below the pay at our neighboring competing institutions, the University of Michigan and Lawrence Technological University, they move us closer to their rates and are generally among the highest adjunct pay rates at the University. We plan to make another increase to the lecture/seminar rate in the coming year.

2. Three new full time assistant professors were hired in 2009. They were hired with new, higher rates of pay (excluding one additional faculty member who was moved to tenure-track who is a Jesuit) that has started us down the path of more competitive pay rates but also causing some salary compression with mid level faculty.
3. Average faculty salaries have also been increased by cost of living raises and as a result of a university-wide equity study mandated by the faculty union collective bargaining agreement. The equity adjustments equaled an average of \$1,471 per full time faculty (not all received adjustments) or \$2,207 per faculty for those who received equity increases. The pay rates for full time faculty in AY2012-13 were as follows:
 - a. Assistant Professor: low, \$52,930 (Jesuit faculty); high, \$74,607; average, \$65,056. (Not including the lower Jesuit rate the average would be \$ 71,119), we have become much more competitive in our hiring of new junior faculty.
 - i. The combined effect of the collective bargaining contract raises and the equity increase has increased average Assistant Professor pay about 24% in five years from an average of \$52,590 in 2008. This now places us above average for this rank in comparison with all institutions in the East Central Region based on the 2012 NAAB Report on Accreditation. Not including the Jesuit salary the average would be about the same as the UDM average for this rank.
 - b. Associate Professor: low, \$74,447; high, \$81,391; average, \$78,041. Because of the new hires at the assistant professor level, some salaries at this rank are lower than they should be.
 - i. The combined effect of the collective bargaining contract raises and the equity increase has increased average Associate Professor pay about 26% in five years from an average of \$61,939 in 2008. This now places us above average for this rank in comparison with all

institutions in the East Central Region based on the 2012 NAAB Report on Accreditation. This is slightly below the UDM average for this rank.

- c. Professor: low, \$94,382; high, \$144,896; average, \$109,112. These figures are skewed high due to the fact that two of the five full professors served as administrators, which has increased their base salary beyond the norm for other full time professors (the average would be \$ 96,284 not including them.)
 - i. The combined effect of the collective bargaining contract raises and the equity increase and shifts in the full professor roster has increased average Professor pay about 38% in five years from an average of \$79,338 in 2008. This now places us above average for this rank in comparison with all institutions in the East Central Region based on the 2012 NAAB Report on Accreditation. Including all salaries this places us slightly above the UDM average for this rank.
4. Although the increases above were all positive, especially given the context of the economy and compensation rates at other universities during this time period, there is still the issue of salary compression for a few faculty that the equity adjustment did not resolve. They do, however, make us competitive against our nearest competition, Lawrence Technological University for full time faculty salaries.
5. The three new positions in architecture temporarily raised the number of full time faculty to 13, the highest in the School's history. The full time number now stands at 12 due to shifts in assignments and departures in the last two years, but this is an acceptable level of full time faculty for the program, especially considering the decline in enrollment. However, 2 of those positions currently are one-year non tenure-track appointments.
6. The question of adding a 9-month position for a wood shop supervisor is still unresolved and has not been funded, however, in budget negotiations in the last two years, the dean has not advocated strongly for this position in deference to other more pressing budget priorities. We will continue to have limited hours and use work-study students to run the shop under the tutelage of a full time faculty.
7. In regards to staff/administration, although the office support staff is technically still stretched thin due to the lack of an assistant for the dean, the reorganization of the office and administrative staff including the reinstatement of the position of Associate Dean should alleviate any issues with administrative efficiency. A new business manager is proving to be very efficient and in general other than the lack of a dedicated assistant for the dean, this issue is not currently a major concern.
8. There is now a full time IT staff assigned to the School of Architecture, although at present that person is only officially assigned to SOA duties 3 days a week and serves other departments two days a week. This arrangement has proved to meet the needs of the school.

Condition 7: Human Resource Development

VTR 2008 Comments:

“See Comments for Condition #6”

The School has addressed these issues as follows:

1. A modest travel budget has been restored to the architecture operating account. In AY2012-13 \$8,942 was allocated although this amount is divided between dean travel and faculty travel support. An additional \$10,023 was allocated last year equally among the full time faculty by their collective bargaining agreement, and the Jesuit member of the faculty has his own travel budget as well. Amounts required above these numbers are covered through unrestricted fund raised money. In the last several years no faculty was denied a travel request. The Faculty Council also passed a set of criteria for allocating the money that, in general, means that tenure-track faculty have priority in use of travel money. Although the amount of money in the operating account is still low, it is acceptable given our current travel pattern, but undoubtedly faculty would travel more to support their professional development and research if more funds were available.
2. Generally speaking the University is also attempting to provide more support for faculty development in the form of seminars on campus on various professional development topics, providing more instructional design support through the Instructional Design Studio housed in the Library, and providing more research support through the Provost's Office of Sponsored Research.
3. We have not been approved for a budget line to support student organizations. However, approximately \$3,000 of unrestricted fund raised money per year is used to support AIAS and other student activities.

Condition 10: Financial Resources

VTR 2008 Comments:

“The financial resources do not appear to have substantially improved since the 2002 accreditation visit. The school's multiple challenges with support services, physical facilities, faculty development, and faculty salaries can all be attributed to a shortfall in resources. In addition, the Detroit Collaborative Design Center requires a stable source of funds if it is to achieve the school's aspirations for this innovative program”.

The School has addressed these issues as follows:

1. As can be seen above, money has been added to the operating budget for new faculty, adjunct pay raises, full time faculty pay raises and travel. Overall the Architecture Program operating budget from 2010 to 2014 has increased by 15%. Given the financial pressures at UDM and universities in general during this time period, we consider this to be a positive development. Unrestricted fund raised money is used to fill any gaps in the operating budget and to-date have been adequate.

2. Regarding physical resources, three significant renovation projects have been completed since the last accreditation visit with a total value of close to \$ 1,000,000 which has greatly improved the physical working conditions for students and faculty. See more detailed comments below under Physical Resources. We would no longer consider this issue a major concern.
3. With respect to the Design Center, since the last visit, the Kresge Foundation has funded the Detroit Collaborative Design Center for 3 years at \$83,333/year. This has helped eliminate a budget short fall and puts the Center on more stable footing. For calendar years 2012-2017 the Kresge Foundation has stated that they will fund the Center at the rate of \$150,000/year. In addition to Kresge funding, grants have also been received from the Ford Foundation, Surdna Foundation, Erb Foundation, National Endowment of the Arts, Rose Fellowship and the Community Foundation. The Rose Fellowship in particular has contributed the salary for an additional full time staff member from 2011-2014. In the last two years in particular the Design Center has vastly increased their level of grant funding based on their role in the Detroit Works / Detroit Future City project which included a grant of \$ 1,500,000 from the Ford Foundation in 2011 and other significant grants from the W.K. Kellogg Foundation.
4. The University is also very committed to seeing the Design Center survive and flourish. It provides the Center with space, utilities and administrative support services. The visibility of the Design Center has been elevated significantly by their leading role in the Detroit Future City project over the last two years. This has resulted in a great deal of positive public exposure for the University. The Design Center is perhaps the best example of the University's participation in the ongoing renewal of the City of Detroit, which is a central narrative for the University under the leadership of our new President. In a similar fashion, the Design Center is playing a significant role in University efforts to directly engage and improve the neighborhoods surrounding the University. The stature of the Design Center within the University community is very strong and the prospects for its continuation and the ongoing support of the University are also very strong. Even the Vice President for Business and Finance, who is more aware than most of the financial contribution the University makes to support the design center, has noted the intangible benefit of their work to the University.

b. Responses to Causes of Concern

5A. Physical Resources

VTR 2008 Comments:

"The Warren Loranger Architecture Building has not been fully renovated and as a consequence does not meet the needs of the School. Those parts of the building that have been renovated are well conceived and quite beautiful. The skill of the executed portions of the design makes the physical environment a learning laboratory for students in the architecture program. Nonetheless, such needs as the provision of private faculty offices and efficient studio spaces are still not fulfilled. The team notes that the new multi-purpose room is scheduled for this summer's phase of building renovation. While the School has a master plan for the renovation of the building, the team expresses a concern that the remainder of the work required to complete the renovation does not appear to be forthcoming in a timely manner.

In addition to the general building, many of the studios lack adequate workstations for students to complete their assigned work. As a consequence students openly question why their relatively high tuition does not translate into better equipment and furniture comparable to peer institutions”.

The School has addressed these issues as follows:

1. The Peter Peirce Interactive Learning Center was completed during the summer of 2008. This facility provides a valuable multi-purpose lecture/seminar/presentation space on the second floor of the building. This project was completed primarily with fund-raised dollars from alumni and friends of the School of Architecture. (\$ 300,000)
2. A major renovation of the faculty offices was completed in the summer of 2011. A total of 16 faculty offices are now available. This renovation provided 4 new fully private faculty offices for program directors (2 additional fully private faculty offices are available) as well as 10 semi-private faculty offices. As part of the faculty office construction, a new studio was also created to replace the one that had been in use in the location of the new offices. This project was funded primarily with funds contributed by the University from a bequest and was supplemented by SOA alumni gifts. (\$ 360,000)
3. A significant renovation of many of the studio spaces in the building has just been completed. This renovation brings all of the studios in the building currently in use up to an equal level quality with improved lighting and power distribution, new pin-up spaces and improved finishes. This project also included the replacement of all student workstations in the building. Most rooms are furnished with custom designed work tables, new stools, and storage units. Two studios received office style work stations subsidized by major furniture manufacturers located in the state. This project was funded primarily with fund-raised dollars from alumni and friends of the School of Architecture. (\$ 300,000)
4. At the writing of this report, the studio renovation project is well under budget and additional studio improvements are planned for this fall and next summer including an improved model shop possibly including the school’s first laser cutter. (\$ 70,000)
5. A small annual repair fund has been added to the operating budget, which helps to alleviate charges from the Facilities department or other minor repairs and improvements.

5B. Site Planning and Design Projects

VTR 2008 Comments:

“The team finds that site planning issues were marginally investigated through studio course work. Additional emphasis on site development, parking layout, topographic manipulation, accessibility, etc. would introduce students to a broader view of comprehensive site planning and further enhance a curriculum that prides itself on an integrative approach to building design”.

The School has addressed these issues as follows:

1. A new one credit hour course has been added to the curriculum in the first semester of

2nd year: ARCH 2190: Introduction to Architecture 3. The primary purpose of this course is to teach second year students the basics of site planning, grading and landscape analysis.

2. A site planning segment has been added to the integrated studio: ARCH 4100: Technical Integration, which is a required studio for all students.
3. The faculty is now paying more attention to the range of site conditions that are being addressed with various studio assignments.

5C. Social Equity

VTR 2008 Comments:

“Although the university has a stated policy addressing affirmative action, equal opportunity and fair treatment in its literature for students, faculty and staff, the School of Architecture’s number of minority tenure track faculty and enrolled students does not match the demographics of its context. Increasing minority participation in the School’s community will align faculty employment and student enrollment with the University mission statement of serving persons in need in an urban context. The team did not find any systematic assessment and evaluation processes for these initiatives that would help the School meet its goal.”

The School has attempted to address this issue as follows:

1. Converted one position held by a Jesuit architect to a tenure track position. This person is of East Indian descent.
2. Followed University procedures in hiring three new full time faculty, two of which were women and one of which was also African American. However, the African American / female faculty declined a tenure-track contract and signed instead a two year-agreement. She left the University as planned following this time period to pursue other interests.
3. University policy is in place that requires under-represented candidates in the final pool for interviews. This policy has been followed for all recent hires. This policy allows for the Academic Vice President to assess whether or not the policy is being followed before allowing hiring to occur.
4. Two non tenure track appointments were made for this upcoming year. Both of these faculty members are female.
5. In regards to diversifying our student body, the intent was to have a bridge program with Wayne County Community College. This program was in partnership with the University of Michigan and Lawrence Technological University and its purpose was to matriculate African American students from Detroit and near suburb high schools into accredited architecture programs in Michigan. Unfortunately, after several years of work, the WCCC pulled out of the program. Since that time, the Dean and faculty at the School of Architecture have been visiting high schools in the region including Detroit to try to improve awareness of architecture among minority students.

6. We have now held two summer camps in June of 2011 and 2013. Recruiting for this program includes an emphasis on underrepresented minorities. For the most recent camp, 43% of the participants were female and 64% of the participants were minorities.
7. In 2012 we held a spring camp for 5 Saturdays in collaboration with the College of Engineering and their participation in the "Detroit Area Pre-College Engineering Program." All of the participants in this camp were underrepresented minorities.
8. The University of Detroit Mercy is one of the most diverse Universities in Michigan and our new President is African American. One of his priorities is to attract more minorities into the professional schools including architecture.
9. We did see some improvement in our diversity statistics in last year's incoming class. Of all the 1st year architecture students, 56% were female and 22% were minority.
10. The Architecture Strategic Plan is reviewed and assessed every year for its success or failure in meeting goals. Diversifying our faculty and student body is one of those ongoing goals.

5D. Detroit Collaborative Design Center

VTR 2008 Comments:

"The Detroit Collaborative Design Center provides several essential functions for the School of Architecture. The Center is aligned with the University's mission of serving persons in need in an urban context and is viewed by many constituents as a very successful outreach program for the University of Detroit Mercy. Consequently, its operations have contributed to the identity of the School and its local, regional, and international reputation. The Detroit Collaborative Design Center offers work-study and co-op opportunities for students and is a creative outlet for faculty development. Its services are fully integrated into the School and until recently the Center provided the only digital plotting service for students. Because of its thorough integration into the School, the team is concerned about the Center's ability to find the necessary level of support it requires. The Center's demise would have a significant impact on the School, the University and their shared aspirations".

The School has addressed this issue as follows:

1. With respect to the Design Center, since the last visit, the Kresge Foundation has funded the Detroit Collaborative Design Center for 3 years at \$83,333/year. This has helped eliminate a budget short fall and puts the Center on more stable footing. For calendar years 2012-2017 the Kresge Foundation has verbally stated that they will fund the Center at the rate of \$150,000/year. In addition to Kresge funding, grants have also been received from the Ford Foundation, Surdna Foundation, Erb Foundation, National Endowment of the Arts, Rose Fellowship and the Community Foundation. The Rose Fellowship in particular has contributed the salary for an additional full time staff member from 2011-2014. In the last two years in particular the Design Center has vastly increased their level of grant funding based on their role in the Detroit Works / Detroit Future City project which included a grant of \$ 1,500,000 from the Ford Foundation in 2011 and other significant grants from the W.K. Kellogg Foundation.

2. The visibility of the Design Center has been elevated significantly by their leading role in the Detroit Future City project over the last two years. This has resulted in a great deal of positive public exposure for the University. The Design Center is perhaps the best example of the University's participation in the ongoing renewal of the City of Detroit, which is a central narrative for the University under the leadership of our new President. In a similar fashion, the Design Center is playing a significant role in University efforts to directly engage and improve the neighborhoods surrounding the University. The stature of the Design Center within the University community is very strong and the prospects for its continuation and the ongoing support of the University are also very strong. Even the Vice President for Business and Finance, who is more aware than most of the financial contribution the University makes to support the Design Center, has noted the intangible benefit to the University of their work.

Changes in Program Since Last Visit

Site Design

ARCH 2190: Introduction to Architecture III has been added to the curriculum. This class deals with site analysis and design. (Site design has also been added as a component to ARCH 4100: Integrated Design.)

Professional Experience

The cooperative education program has been moved to the School from central administration. This program, which included a preparatory course in the fall of the 3rd year, and two semesters of Co-Op work, along with other forms of career development and networking is administered by an adjunct faculty who is the SOA's Cooperative Education Director. This position is essentially a 12-month ongoing adjunct appointment. This has also required the addition of three new courses with the ARCH rubric that essentially replaced similar classes that had been taught and managed by the central UDM Career Center staff in the past: ARCH 3000 Introduction to Professional Experience, ARCH 3010 Professional Experience I, and ARCH 3020 Professional Experience II.

University of Windsor Collaborative Program

In 2009, the School entered into a collaborative agreement with the University of Windsor to assist in providing coursework for their new degree program; Bachelor Fine Arts: Visual Arts and the Built Environment. [The University of Windsor is about 20 minutes away by car from the UDM campus in Windsor, Ontario.] The following description is from the U of W VABE web site:

“Visual Arts and the Built Environment [VABE] is a unique new program at the University of Windsor (Windsor, Ontario) that has been created in collaboration with the University of Detroit Mercy (Detroit, Michigan). It has been designed to bring together students and faculty from the School of Visual Arts at Windsor and the School of Architecture at Detroit. The intention is for students to approach the design of the built environment from the position of both artists and architects. By crossing the boundaries that have traditionally separated these two professions students learn to examine the built environment from the perspective of aesthetics, creativity, social culture, construction, utility, meaning, and history.

The VABE program is based in, and coordinated by, the School of Visual Arts at the University of Windsor and combines expertise and resources with the School of Architecture at the University of Detroit Mercy. The program provides students with the opportunity of taking courses offered at both institutions, in such areas as architectural

design, art history, contemporary art, visual culture, construction, and environmental technology.

VABE is a four year Bachelors of Fine Arts (BFA) program which allows students to pursue the study of architecture at the end of three years. The University of Detroit Mercy will accept students into the fourth year of their B.Sc. in Architecture program after successfully completing three years in the VABE program. Acceptance into UDM's architecture program is conditional on students obtaining a GPA of 9.0 [B+] and meeting the UDM's portfolio requirements."

U of W Windsor students attend UDM essentially as part time guest students during the first three years of their program. During that time they complete the following UDM classes:

ARCH1160 Computer-Graphics
ARCH1190 Introduction to Architecture I
ARCH1290 Introduction to Architecture II
ARCH1300 Architectural Design 3
ARCH1400 Architectural Design 4
ARCH2100 Architectural Design 5
ARCH2160 Computer-Aided Design
ARCH2200 Architectural Design 6
ARCH2330 Structures 1
ARCH2430 Structures 2
ARCH3000 Professional Experience Prep.

The curriculum at U of Windsor is coordinated so that for the most part, U of W students are taking classes at U of W during the first three years that are equivalent to the courses that UDM students are completing during the first three years. U of W students who are in good academic standing are eligible to then apply to UDM to transfer as full time UDM students in their fourth year to seek the B.S. in Arch. If successful in the fourth year, they are also eligible to then apply to the Masters program. Each student applies formally for consideration as a transfer student to UDM including the submission of transcripts, a portfolio, and an essay. Individual candidates are reviewed carefully including consultation with the Director of the VABE program to determine not only their eligibility for acceptance but also their likelihood of success, and transcripts are checked to confirm that students have passed all courses that have been approved for transfer credit with a grade of C or higher. We are expecting our first M. Arch. graduates who have participated in this program in May of 2014. This new program has not technically changed the UDM academic program, but it has provided a pathway for Canadian students to attain a professional degree in the U.S. and has enriched the UDM program by providing a new diverse cohort of students.

Architectural Engineering

In 2010 The UDM College of Engineering & Science launched a new Architectural Engineering degree program. This was initiated originally by recommendations made by both the College of Engineering & Science's Dean's Advisory Board and the School of Architecture's Dean's Advisory Board. The curriculum and structure of the program was designed in consultation with architecture faculty and alumni serving on an advisory committee.

Students in this program complete the following architecture courses:

ARCH 1190 Introduction to Architecture

ARCH 1100 Architectural Design I
ARCH 1110 Visual Communications I
ARCH 1200 Architectural Design II
ARCH 2130 Principles of Structural Behavior
ARCH 1300 Architectural Design III
ARCH 2160 3-D Computer Graphics
ARCH 1160 Computer Graphics
ARCH 2120 Arch. History and Theory I
ARCH 2220 Arch. History and Theory II
ARCH 2340 Environmental Technology I
ARCH 2440 Environmental Technology II
ARCH 2150 Construction I
ARCH 2250 Construction II
ARCH 4100 Integrative Design Studio
ARCH 4590 Architecture and Construction Law

The College of Engineering and Science will be seeking accreditation for this degree through Accreditation Board for Engineering and Technology (ABET) upon the graduation of their first cohort of students.

This new program has not technically changed the SOA academic program, but it has enriched the program by blending engineering students into the SOA community.

Administration

A major administrative change took place on May 16, 2011 when, after 18 years of service, Dean Stephen Vogel, FAIA stepped down as Dean to return to faculty and Professor Will Wittig, AIA became Dean of Architecture.

3.2 Summary of Responses to Changes in the NAAB Conditions

The Faculty Council and the Faculty Council Curriculum Committee, along with the Dean (and newly appointed Associate Dean) discuss NAAB conditions and their impact on the curriculum at least once per semester at the end of the term “Mock Team Room.” These discussions typically also influence additional ongoing curriculum discussions. The new criteria have been discussed on multiple occasions, and slight adjustments have been made to various courses in response to changes in student performance criteria along with other improvements deemed necessary in the curriculum.

The shift in the definition of comprehensive design has generated a great deal of discussion. For many years our curriculum has included two studios that deal in some way with the objective of achieving comprehensive design – ARCH 4100 – Integration Studio, and ARCH 5100.5200 the Masters Thesis Studio. The new broad definition of comprehensive design has influenced the content of both of these classes. The Integration Studio has been revised so the modules that lead students towards a deeper level of design development have been adjusted to the extent that the faculty believes is possible to reflect many of the sub-objectives of comprehensive design. The culture of the Masters Thesis studio process has also been adjusted in order to place more emphasis on design development, which inherently has to be defined in different ways depending on the nature of the work pursued by each student in their thesis work.

Part Four – Supplemental Information

4.1 Description of policies and procedures for evaluating student work

Generally the evaluation of student work is the purview of each individual faculty member in the context of the courses that they teach. Faculty have the prerogative to establish evaluation and grading criteria for their individual courses following general university guidelines for graduate and undergraduate grading policies. Each course spells out evaluation criteria and grading policies in the course syllabus. In cases where students may challenge the grade received in a particular class, they are able to present their case including providing work samples to the Dean for consideration. Upon review of the evidence provided, the Dean may elect to recommend that a faculty member re-consider the assigned grade.

The faculty as a group also evaluates student work collaboratively in the context of the “Mock Team Room” process that is discussed elsewhere in the APR. There is also typically a review of some student work at the end of each semester that includes a competitive assessment that is voted on by the faculty in order to engage students in the review of student work.

University undergraduate academic policies are available through the following link:
<http://www.udmercy.edu/catalog/undergraduate2013-2014/policies/index.htm>

University graduate academic policies are available through the following link:
<http://www.udmercy.edu/catalog/graduate2013-2014/policies/index.htm>

4.2 Course Descriptions

Number & Title of Course: ARCH 1100, Architectural Design I, 4 credits.

Course Description: The first semester of studio is introductory and its character is high energy, creative, reflective and enthusiastic. It is intended to introduce students to design concepts of form, space, composition, in two and three dimensions, and how they relate to human experiences. Students are introduced to the principles of design and the design process as a foundation for architectural design. Being the first studio course, the assumption is that the student comes with limited to no design or drawing skills.

Course Goals & Objectives:

1. To develop basic graphic and model-making skills.
2. To develop a basic aesthetic sense and an understanding of compositional principles.
3. To develop basic conceptual skills to permit the effective analysis and solution of graphic and three-dimensional problems.
4. To encourage and stimulate creative and independent decision making.
5. To establish the fundamentals of all aspects of architectural design – from posing initial questions, conceptualization and issues of realization, to materiality and constructability

Student Performance Criterion/a addressed:

- A.3 – Visual Communication Skills
- A.6 – Fundamental Design Skills
- A.8 – Ordering Systems

Topical Outline:

- Drawings and presentation skills (25%)
- Basic design (75%)

Prerequisites:

None

Textbooks/Learning Resources:

Varies according to professor

Offered (semester and year):

Fall only, annually

Faculty Assigned:

LaGrassa, S.

Pitera, A.

Rakich, A.

Storm, D.

Number & Title of Course: ARCH 1200, Architectural Design II, 4 credits.

Course Description: Design II is intended to introduce students to design concepts directly related to the design of buildings and spatial experience. It is characterized by several short term, intense projects that introduce the student to the many scales and concerns of architectural design from the study of exterior spaces, to the programming of a space, to the concept of its constructability. It establishes the fundamentals of all aspects of architectural design- from posing initial questions, conceptualization and issues of realization, to materiality and constructability.

Course Goals & Objectives:

1. To develop basic graphic and model-making skills.
2. To develop a basic aesthetic sense and an understanding of compositional principles.
3. To develop basic conceptual skills to permit the effective analysis and solution of graphic and three-dimensional problems.
4. To encourage and stimulate creative and independent decision-making.
5. To establish the fundamentals of all aspects of architectural design – from posing initial questions, conceptualization and issues of realization, to materiality and constructability

Student Performance Criterion/a addressed:

A.3 – Visual Communication Skills

A.6 – Fundamental Design Skills

A.8 – Ordering Systems

Topical Outline:

Drawings and presentation skills (25%)

Basic design (75%)

Prerequisites:

ARCH 1100

Textbooks/Learning Resources:

Varies according to professor

Offered (semester and year):

Winter only, annually

Faculty Assigned:

LaGrassa, S.

Pitera, A.

Rakich, A.

Storm, D.

Number & Title of Course: ARCH 1110, Visual Communications I, 3 credits.

Course Description: The first course in architectural graphic analysis and presentation techniques. Students are introduced to basic techniques in freehand drawing and design illustration. The course stresses perspective drawing as a primary method for studying and representing three-dimensional shapes in two dimensions. Monochromatic graphic tools are used such as charcoal, pencil, pen and pastels.

Course Goals & Objectives:

1. Develop drawing skills through studio exercises done in class under the direction of the instructor.

Student Performance Criterion/a addressed:

A.3 – Visual Communication Skills

Topical Outline:

Drawings and presentation skills (100%)

Prerequisites:

None

Textbooks/Learning Resources:

Varies according to professor

Offered (semester and year):

Fall only, annually

Faculty Assigned:

Henderson, M.

Fuchs, W.

Polish exchange adjunct

Number & Title of Course: ARCH 1210, Visual Communications II, 3 credits.

Course Description: This course builds on the experiences from ARCH 1110. Color techniques are introduced such as pastels and watercolors. The subjects in this course range from still-life and architectural interiors to perspective presentation renderings. The complete sequence provides students with the visual language to analyze and communicate graphically various types of architectural concepts.

Course Goals & Objectives:

Students should complete the course with the ability to understand the concepts and have some exposure to various techniques in architectural graphics. They should finish the first year of studies with the skills for better communicating their ideas to themselves and other people. The exposure to other techniques should give them the background for further experiments.

Student Performance Criterion/a addressed:

A.3 – Visual Communication Skills

Topical Outline:

Drawings and presentation skills (100%)

Prerequisites:

ARCH 1110

Textbooks/Learning Resources:

Varies according to professor

Offered (semester and year):

Winter only, annually

Faculty Assigned:

Henderson, M.

Fuchs, W.

Blume, L.

Number & Title of Course: ARCH 1190, Introduction to Architecture I, 1 credit.

Course Description: This course is the first in a three-semester sequence that provides an overview of architecture in its various facets including architectural education, the profession of architecture, architecture as technological and cultural expression, and the fundamentals of site design. The course will focus on four main topics that influence the design of the built environment: culture, order, place, and technology. A secondary purpose of the class is to introduce students to the full time faculty who will give a series of lectures that explore the topics noted above.

Course Goals & Objectives:

1. To develop a preliminary understanding of architecture as both cultural expression and a means to respond to human functional needs.
2. To develop a preliminary understanding of form and ordering systems influence on design.
3. To gain an understanding of the history of architectural education and its relation to professional development.

Student Performance Criterion/a addressed:

A.8 – Ordering Systems

Topical Outline:

Architecture, design and culture (35%)

Form, Space, and Order (35%)

Architectural Education and the Profession (30%)

Prerequisites:

None

Textbooks/Learning Resources:

LaVine, Lance, Constructing Ideas: Understanding Architecture, Kendall/Hunt Publishing Company, Dubuque, Iowa, 2004.

Offered (semester and year):

Fall only, annually

Faculty Assigned:

Wittig, W.

Number & Title of Course: ARCH 1290, Introduction to Architecture II, 1 credit.

Course Description: This course is the second in a three-semester sequence that provides an overview of architecture in its various facets including architectural education, the profession of architecture, architecture as technological and cultural expression, and the fundamentals of site design. This segment will focus on two main topics that influence the design of the built

environment: technology and place. A third section will cover topics relevant to the profession of architecture. A series of tutorials on digital graphics will also be included this term

Course Goals & Objectives:

1. To develop a preliminary understanding of the influence of technology on design.
2. To develop a preliminary understanding of site and landscape on design.
3. To gain a preliminary understanding of significant issues in professional practice including professional ethics.
4. To gain basic skills in digital graphic techniques such as the use of Photoshop.

Student Performance Criterion/a addressed:

C.8 – Ethics and Professional Judgment

Topical Outline:

Architecture and technology (35%)

Architecture and site (35%)

Professional Practice (20%)

Digital Graphics (10%)

Prerequisites:

ARCH 1190

Textbooks/Learning Resources:

LaVine, Lance, Constructing Ideas: Understanding Architecture, Kendall/Hunt Publishing Company, Dubuque, Iowa, 2004.

Offered (semester and year):

Winter only, annually

Faculty Assigned:

Wittig, W.

Number & Title of Course: ARCH 2190, Introduction to Architecture III (Site Design), 1 credit.

Course Description:

Introduction to Architecture III is a continuation of the Introduction to Architecture sequence although the other courses are not prerequisites for this class. This course will examine the principles of the site planning and design process. The relationship between architecture, site, context, the environment and people will be explored. Several types of sites will be studied from residential, mixed use and commercial, to transportation, institutional and open space. The course will include several design assignments to ensure students have an understanding of proper site plan development.

Course Goals & Objectives:

1. Upon completion of this course students will be able to:
2. Develop a site inventory and analysis for several project programs
3. Prepare preliminary site plans for future developments
4. Develop a site design which will responsibly and effectively address site conditions based on a given scenario
5. Understand fundamental planting design, site grading and circulation design
6. Understand how physical, social, natural and regulatory issues affect site design

Student Performance Criterion/a addressed:

B.4 – Site Design

Topical Outline:

The Site Planning and Design Process
Social/Cultural, Technical and Regulatory aspects of Site Planning/Design
Understanding and analyzing Natural and Man Made systems

Prerequisites:

None

Textbooks/Learning Resources:

Handouts from the following textbooks:

Site Planning, Third Edition by Kevin Lynch and Gary Hack, Publisher: The MIT Press; 3rd edition (March 13, 1984)

Basic Elements of Landscape Architectural Design by Norman K. Booth, Publisher: Waveland Pr Inc (October 1, 1989)

Time-Saver Standards for Landscape Architecture by Charles Harris and Nicholas Dines, Publisher: McGraw-Hill Professional; 2 edition (November 1, 1997)

Landscape Architectural Graphic Standards, Edited by Len Hopper, Publisher: Wiley; 1 edition (October 13, 2006)

Offered (semester and year):

Fall only, annually

Faculty Assigned:

Cross, C.

Number and Title of Course: ARCH 1160, Introduction to Computer Graphics, 3 credits**Course Description:**

This course introduces students to the professional computer software for project delivery. It utilizes Autodesk's AutoCAD and Revit on IBM compatible hardware and covers two- and three-dimensional design documentation tools. The course gives students ability to choose the specific application for the particular task and type, use it effectively and create design documentation drawings based on the industry standards. Starting with the traditional CAD drafting methods, students learn about the parametric design and Building Information Model standards empowering design and construction professionals to bring ideas from concept to construction with a coordinated and consistent model-based approach.

Course Goals & Objectives:

1. Understanding of the essential concepts of the CAD and BIM technology for the critical and efficient use of tools during the design and project documentation process (20%)
2. Ability to use the computer software graphic tools to create comprehensive project documentation at the level suitable for the particular design objective. (75%)
3. Ability to exchange the data between different CAD and BIM software in collaboration between other partners in the design process. (5%)

Student Performance Criterion/a addressed:

A.3 – Visual Communication Skills

A.4 – Technical Documentation

Topical Outline:

1. Basic and traditional computer drafting tools (15%)
2. Workspace control in CAD software. (5%)
3. Parametric graphics in AutoCAD (15%)
4. Project delivery objectives and tools in AutoCAD (15%)
5. Introduction to the concepts of Building Information Modeling (BIM) (10%)

6. Design and documentation tools in REVIT (30%)
7. BIM custom design tools. (10%)

Prerequisites:

None

Textbooks/Learning Resources:

None required

Offered (semester and year):

Winter only, annually

Faculty Assigned:

Fuchs, W.

Moore, C.

Nix, B.

Number and Title of Course: ARCH 2160, 3D Computer Graphics, 3 credits.

Course Description:

This course forms a transition for the students from the traditional, manual three-dimensional design development tools to the Computer Aided Design modeling and design tools. It uses primarily Autodesk 3D Studio software, which provides a comprehensive 3D modeling, animation, rendering, and compositing toolset for design and project visualization. Students learn how to assemble complex three-dimensional, digital architectural landscapes equipped with real-life attributes of light, building materials, etc. These objects are rendered and animated to facilitate the needs of the design process as well as complex graphic presentations. Additional post-processing and graphic software is introduced.

Course Goals & Objectives:

1. Understanding of the basic concepts of the computer software tools for three-dimensional modeling (15%)
2. Ability to analyze the geometric and visual properties of three-dimensional reality, selecting and applying the modeling tools to create a complete, design-driven representation for the purpose of design development and communication. (70%)
3. Ability to apply the comprehensive visual experience attributes to the design model to create realistic or conceptual impressions of the design intentions (15%)

Student Performance Criterion/a addressed:

A.3 – Visual Communication Skills

Topical Outline:

1. Introduction to the CAD three-dimensional modeling tools (5%)
2. Basic model object properties and their manipulation in 3D space (10%)
3. Analysis of the geometric properties of reality and creating complex virtual model assemblies. (30%)
4. Realizing design objectives and design experimentation with virtual model assemblies. (20%)
5. Realistic and conceptual visualization tools. (10%)
6. Dynamic representation of architectural designs: walkthrough animation and dynamic properties of objects. (10%)
7. Design presentation objectives and tools. (15%)

Prerequisites:

None

Textbooks/Learning Resources:

None required

Offered (semester and year):

Fall only, annually

Faculty Assigned:

Fuchs, W.

Moore, C.

Taylor, M.

Number & Title of Course: ARCH 2130, Principles of Structural Behavior, 3 credits.

Course Description: An analysis of known structural systems in terms of spatial behavior in non-mathematical terms. The basic approaches to structure, proper scale of use and the effects of various materials, geometry and construction techniques are integrated into the course content. Illustrated lectures covering buildings from ancient to modern are used to demonstrate structural principles.

Course Goals & Objectives:

1. To provide the students a non-technical, non-mathematical understanding of the way that structure and architecture can work as a system. This course shows how structural elements can be shaped to make more beautiful and appropriate elements of buildings. This course provides the students a framework to diagnose the structural implications of their own studio design projects, as well as historical and contemporary buildings.
2. The student should become aware of the relationship between what is drawn(the primary role of the architect) and what is built. The student should develop the ability to utilize this skill in studio assignments.
3. The student should become more aware of structural theories as well as outstanding examples of contemporary structural practices. It is hoped that the students will incorporate structural thinking into their design projects at an earlier phase of the design of their projects.

Student Performance Criterion/a addressed:

B.9 – Structural Systems

Topical Outline:

1. Structural Materials
 - Concrete
 - Masonry
 - Wood
 - Steel
2. Structural Systems
 - Load Bearing
 - Lateral Force Resistant
 - Hi Rise
 - Domes
3. Design integration
 - Detailing
 - Aesthetics
 - History

Prerequisites:

None

Textbooks/Learning Resources:

Ching, Francis D.K., Building Structures Illustrated, 1st. Edition, 2006

Recommended References:

Wahl, Iver, Building Anatomy, McGraw Hill 2007

Salvadori, Mario, Why Buildings Stand Up, W.W. Norton 2002

Offered (semester and year):

Winter only, annually

Faculty Assigned:

Moore, D.

Number & Title of Course: ARCH 1300, Architectural Design III, 4 credits.

Course Description: Design III is intended to transfer ideas explored in first year into their architectural applications while introducing students to the design of relatively simple buildings and spaces as a creative integration of multiple systems i.e. concept, site, function, structure and materiality. The overall intent is to give students the opportunity to understand and explore in more detail how various issues inform, integrate and coordinate the design of architectural form and space.

Course Goals & Objectives:

1. Build the students vocabulary of spatial elements, organizations and relationships.
2. To develop the student's ability to formulate and execute spatial and formal concepts in response to program and site.
4. To develop the student's ability to address the materiality of architecture in their formal and spatial solutions.
5. To develop a fundamental understanding of how to integrate multiple systems within the conceptual and early developmental stages of the students' design process.

Student Performance Criterion/a addressed:

A.2 – Design Thinking Skills

A.3 – Visual Communication Skills

A.6 – Fundamental Design Skills

A.7 – Use of Precedents

B.3 – Sustainability

C.1 - Collaboration

Topical Outline:

Drawings and presentation skills (25%)

Design (75%)

Prerequisites:

ARCH 1200

Textbooks/Learning Resources:

Varies according to professor

Offered (semester and year):

Fall only, annually

Faculty Assigned:

Heidgerken, T.
Pitera, A.
Roberts, T.
Vogel, S.

Number & Title of Course: ARCH 1400, Architectural Design IV, 4 credits.

Course Description: Design IV is a continuation of studies begun in Design III. It is intended to further develop the student's ability to design buildings and their surroundings.

Course Goals & Objectives:

1. Build the students vocabulary of spatial elements, organizations and relationships.
2. To develop the student's ability to formulate and execute spatial and formal concepts in response to program and site.
3. To develop the student's ability to address the materiality of architecture in their formal and spatial solutions.
4. To develop a fundamental understanding of how to integrate multiple systems within the conceptual and early developmental stages of the students' design process.

Student Performance Criterion/a addressed:

A.2 – Design Thinking Skills
A.3 – Visual Communication Skills
A.6 – Fundamental Design Skills
A.7 – Use of Precedents
B.3 – Sustainability
C.1 - Collaboration

Topical Outline:

Drawings and presentation skills (25%)
Design (75%)

Prerequisites:

ARCH 1300

Textbooks/Learning Resources:

Varies according to professor

Offered (semester and year):

Winter only, annually

Faculty Assigned:

Heidgerken, T.
Pitera, A.
Roberts, T.
Vogel, S.

Number & Title of Course: ARCH 2120, History & Theory I, 3 credits.

Course Description: This course is an examination of world architecture from antiquity to the Industrial Revolution. It examines a wide variety of architectural traditions, including both Eastern and Western architecture, and indigenous and vernacular building. The class traces the development of architectural form as an expression of climatic, geographic, social, religious, technological and cultural conditions.

Course Goals & Objectives:

- A. To familiarize the student with significant architectural works from this period in history.
- B. To examine the social, cultural and technological forces that shaped these works.
- C. To study how these forces and ideas were manifested in related arts, such as, painting, sculpture and landscape architecture.
- D. To develop a vocabulary and a shared body of images to assist the student in the visualization and communication of architectural ideas.
- E. To provide the student with sufficient historical background to understand current trends in architecture.

Student Performance Criterion/a addressed:

A.9 – Historical Traditions and Global Culture

Topical Outline:

1. Mesopotamia, Egypt, Aegean, Greece, and the Far East (30%)
2. Ancient Rome, Early Christian & Islamic, Carolinian & Romanesque, Gothic (33%)
3. Indigenous Arch, of South America & Africa, Renaissance, Baroque (30%)
4. Native American & Colonial (7%)

Prerequisites:

None

Textbooks/Learning Resources:

Buildings Across Time: An Introduction to World Architecture, Third Edition, by Marian Moffet, Michael Fazio and Lawrence Wodehouse.

Offered (semester and year):

Fall only, annually

Faculty Assigned:

Odoerfer, J.

Number & Title of Course: ARCH 2220, History & Theory II, 3 credits.

Course Description: This is the second in a two-course sequence examining the history and theory of architecture from antiquity to contemporary times. The central focus is on the period from about 1750 to the present. It examines the effects of the industrial revolution in the formation of the modern consciousness and the social and intellectual upheaval left in its wake; it traces the expression of these material and technological ideas in physical form and space; finally, it probes the contemporary rebellion against modernity. The subjects are addressed from a multi-disciplinary perspective: architecture is viewed not as an isolated phenomenon, but rather as part of a broader cultural pattern, particularly embracing painting, sculpture, philosophy and science. The course makes extensive use of visual materials and satisfies the University Core Curriculum requirement for Fine and Creative Arts.

Course Goals & Objectives:**General Goals:**

1. To provide an overview of the origin and development of modern architecture from approximately the mid-18th century to the present.
2. To examine the intellectual, material and social factors that shaped the architecture of that period.
3. To familiarize the student with the origin and development of modern concepts of form and space.
4. To abstract principles and concepts from the history of modern architecture and examine

these in terms of contemporary problems in design.

5. To establish a critical framework for the understanding of architecture.

Assessable Learning Objectives:

At the conclusion of the course students will be able to:

1. Comprehend the historic development of modern and contemporary architecture and accurately locate specific works within those traditions. (Comprehension)
2. Explain the relationship between the production of architectural and artistic works and the culture in which they arise. (Comprehension)
3. Discuss the multiple interpretative possibilities of works of architecture and how they change over time. (Comprehension)
4. Evaluate works of art and architecture in light of aesthetic principles and historic precedent. (Evaluation)
5. Distinguish works of fine art from products of popular and vernacular culture. (Evaluation)
6. Formulate cogent arguments about architectural works using the appropriate critical and technical vocabulary. (Application)
7. Apply critical principles to the examination of an immediate, direct personal experience with a work of art. (Application)

Student Performance Criterion/a addressed:

A.9 – Historical Traditions and Global Culture

Topical Outline: The following are the lecture topics for the course. Each utilizes one class period (75 minutes) or approximately 3.6% of the class time.

1. Rationalism, Romanticism and the Idea of the Modern (3.6%)
2. Neoclassicism in France, 1750-1815 (3.6%)
3. International Architecture, 1815-1850 (3.6%)
4. Paris in the mid-19th century (3.6%)
5. Architecture and Industry, 1750-1889 (3.6%)
6. The Arts and Crafts Movement in Britain, 1826-1924 (3.6%)
7. American Domestic Architecture, 1862-1905 (3.6%)
8. The Chicago School, 1871-1914 (3.6%)
9. Frank Lloyd Wright, 1889-1916 (3.6%)
10. Art Nouveau, 1880-1910 (3.6%)
11. Mackintosh and the Secession, 1886-1916 (3.6%)
12. The Deutscher Werkbund and Futurism (3.6%)
13. De Stijl and Constructivism (3.6%)
14. Surrealism and Expressionism (3.6%)
15. Le Corbusier, 1907-1929 (3.6%)
16. Gropius, Mies and the Bauhaus (3.6%)
17. American Architecture in the 1920's and 30's (3.6%)
18. European Architecture and Urbanism in the 1930's (3.6%)
19. Scandinavia, Italy and Germany in the 1930's (3.6%)
20. The Late Works of Frank Lloyd Wright (3.6%)
21. The Late Works of Le Corbusier (3.6%)
22. American Architecture, 1945-72 (3.6%)
23. International Modernism, 1950-72 (3.6%)
24. Late Modernism, 1970-85 (3.6%)
25. History and the Crisis of Modernism, 1965-85 (3.6%)
26. Postmodernism in the 1970s and 80's (3.6%)
27. Contemporary Architecture: The Search for a New Paradigm (3.6%)

Prerequisites: None

Textbooks/Learning Resources:

1. Ulrich Conrads, *Programs and Manifestoes on 20th-Century Architecture*, MIT, 1970
2. William J.R. Curtis, *Modern Architecture Since 1900*, Third Edition, Prentis Hall, 1996

Recommended Texts:

1. Abigail Harrison-Moore and Dorothy C. Rowe, *Architecture and Design in Europe and America, 1750-2000*, Blackwell Publishing, 2006
2. Kenneth Frampton, *Studies in Tectonic Culture*, MIT, 1995

Offered (semester and year):

Winter only, annually

Faculty Assigned:

Martinico, T.
McCulluch, M.

Number & Title of Course: ARCH 2330, Structures I, 3 credits.

Course Description: Analysis of structures. This course teaches the mathematical calculation of structures through lectures, and individual problem assignments. It focuses on resolution of forces; reaction; forces in frames and trusses; and forces in frames with beams. Also examined are characteristics of structural materials and structural components: shear and bending moments, flexural and shear stresses and deflections. Structural loads as required by current building codes are examined. Lightweight wood framing is presented, as is wood as a structural material.

Course Goals & Objectives:

To provide the students with a knowledge of mechanics of structural materials. To make the students familiar with the concepts of stability and equilibrium. The course also presents a description of various structural elements and systems and provides the students with the tools necessary to determine the design load requirements. Wood as a structural material is also presented during approximately one quarter of the course.

Student Performance Criterion/a addressed:

B.9 – Structural Systems

Topical Outline:

1. Concepts of Forces, Equilibrium, Determinancy (5%)
2. Calculation of Reactions (10%)
3. Analysis of Beams (15%)
4. Analysis of Trusses (10%)
5. Analysis of Arches and Frames (10%)
6. Section Properties (10%)
7. Building Loads (15%)
8. Design of Timber Beams (15%)
9. Design of Timber Columns (10%)

Prerequisites:

MTH 1400, ARCH 2130

Textbooks/Learning Resources:

1. *The Analysis and Design of Structures for Architects*, by A. Colandrea

Offered (semester and year):

Fall only, annually

Faculty Assigned:

Colandrea, A.

Number & Title of Course: ARCH 2430, Structures II, 3 credits.

Course Description: This second course in structures focuses on principles of design of simple structures. Primarily studied are the design of beams, columns, trusses, built-up components and foundations in standard structural materials, steel and concrete. Related building construction techniques as well as requirements for stability are also presented.

Course Goals & Objectives:

To provide the students with a knowledge of strength of common structural materials. To make the students familiar of the design code requirements. The course also presents a description of various structural elements and systems and provides the students with the tools necessary to determine the sizes of various structural members. Design of connections to meet lateral stability and other requirements are discussed. Soil behavior and foundation design are also discussed.

Student Performance Criterion/a addressed:

B.9 – Structural Systems

Topical Outline:

1. Steel as a Building Material (5%)
2. Design of Steel Beams (15%)
3. Design of Steel Columns (10%)
4. Design of Steel Tension Members (10%)
5. Design of Steel Connections and Stability (15%)
6. Concrete as a Building Material (10%)
7. Design of Concrete Beams and Slabs (15%)
8. Design of Concrete Columns (10%)
9. Soils and the Design of Foundations (10%)

Prerequisites:

ARCH 2330

Textbooks/Learning Resources:

1. The Analysis and Design of Structures for Architects, by A. Colandrea

Offered (semester and year):

Winter only, annually

Faculty Assigned:

Colandrea, A.

Number & Title of Course: ARCH 2140, Ecological Design, 3 credits.

Course Description: This course introduces students to a broad range of strategies relevant to the design of sustainable environments. Topics include land consumption, climate and site analysis, site design, natural heating and cooling, building envelope design including earth sheltering, daylighting, water conservation, sustainable materials, active solar heating, and alternative energy sources. Lectures are supplemented by an integrated design and analysis project.

Course Goals & Objectives:

1. To show the student the range of options that sustainable design allows and to show them architectural examples where such issues are exploited as determinants of Form.
2. To develop a series of skills that can serve the designer in designing buildings that are energy conscious and encourage sustainability.

Student Performance Criterion/a addressed:

B.3 – Sustainability

B.8 – Environmental Systems
C.9 – Community and Social Responsibility

Topical Outline:

1. Passive Heating & Cooling (25%)
2. Climate Analysis and climatic effects on building Form (20%)
3. Aspects of Building Skin- Internal Loads/ Superinsulation/Earthsheltered Design (20%)
4. The Energy Problem and Alternative Energy forms (15%)
5. Water conservation (10%)
6. Active systems/ solar collector and photovoltaic panels (5%)
7. LEED (5%)

Prerequisites:

none

Textbooks/Learning Resources:

Coursepack assembled by the faculty

Offered (semester and year):

Fall only, annually

Faculty Assigned:

LaGrassa, S.

Number & Title of Course: ARCH 2340, Environmental Technology I, 3 credits.

Course Description: This course is the first in a two-part series addressing the theory and application of active building control systems. Environmental Technology 1 covers plumbing, fire protection, heating, ventilation, cooling, humidity control and conveying systems.

Course Goals & Objectives:

- A. To equip the student with an understanding of the environmental requirements of building occupants.
- B. To make the student aware of the equipment, systems and techniques commonly used to meet those requirements.
- C. To make the student aware of the types of calculations made by mechanical engineers and the information required to make those calculations.
- D. To provide the student with the skills and knowledge to accommodate mechanical equipment in their building designs.
- E. To insure that the student has the perspective and vocabulary required to communicate effectively with the mechanical engineer.
- F. To illustrate the aesthetic implications and opportunities of environmental control systems.

Student Performance Criterion/a addressed:

B.5 – Life Safety
B.8 – Environmental Systems
B.10 – Building Service Systems

Topical Outline:

HVAC Systems (78%)
Plumbing Systems (15%)
Fire Protection & Conveying Systems (6%)

Prerequisites:

none

Textbooks/Learning Resources:

Thermal Delight in Architecture, by Lisa Hescong.
The Building Environment, by Vaughn Bradshaw.

Offered (semester and year):

Winter only, annually

Faculty Assigned:

Odoerfer, J.

Number & Title of Course: ARCH 2440, Environmental Technology II, 3 credits.

Course Description: This course is the second in a two-part series addressing the theory and application of building control systems. Environmental Technology II covers artificial illumination, acoustics, building electrical systems, security systems and communication systems.

Course Goals & Objectives:

- A. To develop an understanding of the basic principles that inform the design of lighting and acoustical systems.
- B. To develop an understanding of the principles governing the design of building electrical, communication, and security systems.
- C. To equip the student with an understanding of the comfort and functional requirements of building occupants with respect to lighting and acoustics.
- D. To make the student aware of the equipment, systems and techniques commonly used to meet those requirements.
- E. To make the student aware of the types of calculations made by electrical and acoustical Engineers, and the information required to make those calculations.
- F. To develop the skills and vocabulary necessary to work effectively with consultants.
- G. To illustrate the aesthetic implications and opportunities

Student Performance Criterion/a addressed:

B.8 – Environmental Systems
B.10 – Building Service Systems

Topical Outline:

Lighting (39%)
Acoustics (39%)
Electrical Systems (22%)

Prerequisites:

none

Textbooks/Learning Resources:

The Building Environment, by Vaughn Bradshaw.
Architectural Acoustics, by M. David Egan.

Offered (semester and year):

Fall only, annually

Faculty Assigned:

Odoerfer, J.

Number & Title of Course: ARCH 2150, Construction I, 3 credits.

Course Description: The goals of this course are to explore the form and expression of buildings through their construction systems; to develop a basic understanding of materials and methods of construction; and to investigate the inherent relationship between construing an idea and its construction. Topics covered include site work, concrete, masonry, metals, woods and plastics, doors and windows, vertical transportation systems, glass, and overall building assemblies and systems integration.

Course Goals & Objectives:

- Objectives of the course include the study of building systems and materials and how they should meaningfully inter-relate.
- The course reinforces that systems and materials are an integral part of building design intent and its results.
- To develop a basic understanding of materials and methods of construction.
- To investigate the inherent relationship between the construing of an idea and its construction.
- To explore the form and expression of buildings through their construction systems.
- Develop a basic understanding of the principles behind architectural construction, both contemporary industry standards and exemplary architectural examples.
- Provide a basic understanding of the types of documentation required to construct buildings.
- Familiarity with requirements of architectural assemblies.
- Develop an understanding of the basic character of specific building materials.
- Understanding of broad range of “good” solutions.
- Understanding of contemporary issues in the design of architectural assemblies.
- Understanding of design process.
- Understanding of construction process.
- Introduce the student to the concept of the project team process of design and construction
- Identification of opportunities for “invention”.
- Expand your visual and written vocabulary.

Student Performance Criterion/a addressed:

B.10: Building Envelope Systems

B.12: Building Materials and Assemblies

Topical Outline:

- Water/ Air / Vapor Retarders (15%)
 - Thermal and Moisture Protection (15%)
 - Site and Foundations (20%)
 - Structural Systems: Wood, Concrete, Steel (25%)
 - Wall Systems: Masonry and related systems (25%)
- +General topics that will be discussed throughout the term will include:
- History and Theory of Building Systems and Architectural Components
 - Materials and Building Systems (performance requirements and identification/specification of components)
 - Systems integration

Prerequisites:

none

Textbooks/Learning Resources:

Allen, Edward. Fundamentals of Building Construction: Materials and Methods, 5th Edition

Offered (semester and year):

Fall only, annually

Faculty Assigned:

Dunlap, A.

Number & Title of Course: ARCH 2250, Construction II, 3 credits.

Course Description: Principles, materials and methods of architectural construction are examined as they relate to the exterior enclosure systems of buildings. An analysis of materials and systems, including: damp proofing, waterproofing, curtain walls, windows, glass and glazing, sealants and joint design, moisture and heat control is undertaken. Codes and standards are considered for their affects on the technical aspects of the construction process. The importance of maintaining the integrity of exterior enclosure systems is stressed.

Course Goals & Objectives:

- Have the necessary information to begin evaluation of materials and systems.
- Have basic understanding of materials and systems in course description.
- Be sensitive to the interrelationship of proper technical and aesthetic design.
- Realize that durability of enclosure systems is related to understanding effects of the environment on enclosure systems and then designing to accommodate those effects.
- To explore the form and expression of buildings through their construction systems.
- To develop a basic understanding of materials and methods of construction.
- To investigate the inherent relationship between the construing of an idea and its construction.
- Develop a basic understanding of the principles behind architectural construction, both contemporary industry standards and exemplary architectural examples.
- Provide a basic understanding of the types of documentation required to construct buildings.
- Familiarity with requirements of architectural assemblies.
- Develop an understanding of the basic character of specific building materials.
- Understanding of broad range of “good” solutions.
- Understanding of contemporary issues in the design of architectural assemblies.
- Understanding of design process.
- Understanding of construction process.
- Introduce the student to the concept of the project team process of design and construction
- Identification of opportunities for “invention”.
- Expand your visual vocabulary.

Student Performance Criterion/a addressed:

B.10: Building Envelope Systems

B.12: Building Materials and Assemblies

Topical Outline:

- Cladding Systems (25%)
 - Fenestration (25%)
 - Roofing (25%)
 - Sealants and Joint systems (10%)
 - System Transitions (10%)
 - Other topics (5%)
 - Design Documentation
 - Construction Administration
 - Construction Mock-ups
 - Testing and performance
 - Associations, Organizations, Standards
- + General topics that will be discussed throughout the term will include:
- History and Theory of Building Systems and Architectural Components
 - Materials and Building Systems (performance requirements and identification/specification of components
 - Systems integration

Prerequisites:

ARCH 2150, Construction I

Textbooks/Learning Resources:

Allen, Edward. Fundamentals of Building Construction: Materials and Methods, 5th Edition

Offered (semester and year):

Winter only, annually

Faculty Assigned:

Dunlap, A.

Number & Title of Course: ARCH 2100, 2200, 2300, Architectural Design V, VI, VII, 5 credits.

Course Description: This series of studios combines students from the third and fourth years into a common studio to explore a particular project type and theme. These projects change from term to term. Project types include: housing, civic buildings, urban design, retail, office, health care and manufacturing buildings, etc. Themes include: community design, architectural competitions, historic preservation, electronic design, sustainable design, representation, design-build, and architectural theory.

Course Goals & Objectives:

It is the intent of these studios to broaden and deepen the student's design skills and experiences while preparing them for the Master's Studios.

Student Performance Criterion/a addressed:

A.2 – Design Thinking Skills
A.3 – Visual Communication Skills
A.5 – Investigative Skills
B.1 – Pre-Design
B.2 – Accessibility
B.3 – Sustainability
B.4 – Site Design
B.5 – Life Safety
C.1 – Collaboration
C.3 – Client Role in Architecture
C.6 – Leadership
C.9 – Community and Social Responsibility

Topical Outline:

Drawings and presentation skills (20%)
Research and Analysis (20%)
Design and Design Development (60%)

Prerequisites:

ARCH 1400

Textbooks/Learning Resources:

Varies according to professor

Offered (semester and year):

Winter, Fall and Summer, annually

Faculty Assigned:

Fuchs, W.
Martinico, T.
Polish Exchange Adjunct
Stanard, V.
Sunghera, G.
Swift, A.

Number & Title of Course: ARCH 2520, History & Theory III, 3 credits.

Course Description: This course examines the role of architectural theory in the design and interpretation of buildings. It is structured around a series of readings drawn from a wide variety of disciplines -- architecture, art history, urbanism, landscape design, philosophy, literature and cultural studies -- which have defined the contemporary understanding of architecture. The works have been selected for their salience and the way they have shaped contemporary architectural discourse. We will critically read these works, analyze them, situate them within the intellectual history of the 20th century, and assess how they contribute to our understanding of architecture, urbanism and the built environment.

Course Goals & Objectives:

1. To develop a general understanding of the principal theoretical approaches to contemporary architecture including their assumptions and underlying ideas.
2. To examine how theory contributes to the definition of issues, informs practice and affects our understanding of architectural form and space.
3. To develop the skills of critical thinking and observation necessary for the understanding of contemporary architecture and design.
4. To prepare students to understand and participate in the theoretical discourse of today.

Student Performance Criterion/a addressed:

A.1 – Communication Skills
A.9 – Historical Traditions and Global Culture

Topical Outline: Listed below are the topic areas and enumerated lecture/discussion topics. Each enumerated topic utilizes one class period (75 minutes) or approximately 3.6% of the course time.

Topic Area -- Modernity (21.6%)

1. Theory and Criticism (Hays, Gusevich, Sontag)
2. Conditions (Benjamin, "Paris, the Capital of the 19th Century")
3. Art (Benjamin, "The Work of Art in the Age of Mechanical Reproduction")
4. City (Simmel, "The Metropolis and Mental Life")
5. Postmodern (Rossi, "The Structure of Urban Artifacts")
6. Culture (Jameson, "The Cultural Logic of Late Capitalism")

Topic Area --The Interrogation of Experience (14.4%)

1. Space (Kwinter, "Physical Theory and Modernity; Panofsky, "Perspective as Symbolic Form")
2. Place (Frampton, "Critical Regionalism")
3. Landscape (Corner, "Eidetic Operations and New Landscapes")
4. History (Porphyrios, "Classicism is Not a Style")

Topic Area -- Concepts and Percepts (18%)

1. Poetics (Bachelard, "The Poetics of Space (excerpt)")
2. Dwelling (Heidegger, "Building Dwelling Thinking")
3. Body (Merleau-Ponty, "The Mind and the Eye")
4. Signs (Broadbent, "A Plain Man's Guide to the Theory of Signs")

5. Structures (Gandelsonas, "From Structure to Subject")
- Topic Area -- Tectonics (14.4%)
1. Making (Frasconi, "The Tell-the-Tale Detail")
 2. Materiality (Zumthor, "A Way of Looking at Things"; Allen, "Material Practices")
 3. Detail (Cadwell, "The Jacobs House, Burning Fields"; Noe, "Joints of Wood")
 4. Transparency (Rowe, "Transparency: Literal and Phenomenal")
- Topic Area -- Urbis + Polis (14.4%)
1. City (Rowe, "Collage City")
 2. Topias (Foucault, "Of Other Places: Utopias and Heterotopias"; Virilio, "Over Exposed City")
 3. Power (Deleuze, "Postscript on Societies of Control")
 4. Territories (Sola-Morales, "Terrain Vague")
- Topic Area -- Affects + Constructs (14.4%)
1. Interventions (Sola-Morales, "From Contrast to Analogy")
 2. Installations (Lee, "Home as Leave-Taking: On Splitting and Suburban Homelessness")
 3. Complexity – revisited (Rajchman, "Constructions" ; "Abstraction")
 4. Folds (Rajchman, "Folds"; "Grounds")

Prerequisites: ARCH 2220

Textbooks/Learning Resources:

Required:

1. Leach, Neil. Rethinking Architecture: A Reader in Cultural Theory. London: Routledge, 1997.
2. Rajchman, John. Constructions. Cambridge: MIT Press, 1997.

Offered (semester and year):

Fall only, annually

Faculty Assigned:

Martinico, T.

Number & Title of Course: ARCH 3000, Professional Experience Preparation, 1 credits.

Course Description: Prerequisite for students seeking entry into the professional experience work program. Students develop a greater understanding of their skills and interests; learn how to market their skills during the search for a professional experience assignment and learn about all required forms and assignments required for professional experience credit.

Course Goals & Objectives:

This course, through discussions, lectures, readings, in-class work sessions, and invited guests will strive to develop in the student the ability to understand the requirements for obtaining a successful and rewarding internship in today's competitive job market.

This course is designed to integrate classroom learning experiences with professional work experience attainment strategies by exposing the student to the realities of the architectural job experience as well as the theories behind fashioning a fulfilling career in architecture. The Co-op is a critical component in starting the student's career, therefore the course emphasizes how this unique experience can be used as the springboard for shaping the future professional.

Student Performance Criterion/a addressed:

- C.5 - Practice Management
- C.6 – Leadership
- C.8 – Ethics and Professional Judgment

Topical Outline:

1. The Job Market and Goal Setting
2. Determining Career Paths
3. Interviewing Skills
4. Portfolio Development

Prerequisites:

none

Textbooks/Learning Resources:

Getting a Job in Architecture and Design, 1st edition, David W. Patterson

Recommended References

Kliment, Stephen, Writing for Design Professionals, W.W. Norton 2006

Linton Harold, Portfolio Design, 4th edition, W.W. Norton 2012

Offered (semester and year):

Fall only, annually

Faculty Assigned:

Moore, D.

Number & Title of Course: ARCH 3010 & 3020, Professional Experience, 2 credits each

Course Description: Professional experience in an architectural office or in a related field. Gives the student real work experience and integrates academic coursework and application in practice.

Course Goals & Objectives:

Architectural Professional Experience is a structured educational program that integrates classroom study with paid, planned, and supervised work experiences in the public and private sectors. Similarly, in difficult economic cycles, special allowance ("Alternative" Architecture Professional Experience) will be considered to individuals seeking to work with volunteer or non-profit organizations that serve a related function to the architectural industry. Faculty authorization is required and assignments are arranged in conjunction with the Architectural Professional Experience coordinator.

Student Performance Criterion/a addressed:

A.4 – Technical Documentation

C.4 – Project Management

Topical Outline:

1. Developing Learning Objectives
2. Chronicling Monthly Status Reports
3. Co-op Assessment Paper
4. Co-op Portfolio Development

Prerequisites:

ARCH 3000

Textbooks/Learning Resources:

None

Offered (semester and year):

Fall, Winter, and Summer, annually

Faculty Assigned:

Moore, D.

Number & Title of Course: ARCH 4100, Integrative Design Studio (AKA A. Design VIII), 5 credits.

Course Description: The intent of the Integrative Design Studio is to expose the student to design development of their design ideas beyond schematic/conceptual design. The student develops the beginnings of a clearly articulated and developed design solution that integrates structure, mechanical systems and equipment considerations, material and construction decisions while advancing the development of their conceptual position. Attention is also given to conformance to the building codes, egress provisions and special needs of universal design, and site design. All students must complete this studio as one of their four “vertical” studios at some point during their third or fourth year.

Course Goals & Objectives:

It is the intent of these studios to broaden and deepen the student’s design skills and experiences while preparing them for the Master’s Studios. This studio in particular places an emphasis on the competent integration of the range of technical issues that would be expected in the early stages of design development.

Student Performance Criterion/a addressed:

B.2 – Accessibility
B.4 – Site Design
B.5 – Life Safety
B.6 – Comprehensive Design (Basically A.2 – B.9)

Topical Outline: (each section = 14%)

Site Design
Schematic Design
Structural System Design
Lighting and Acoustic Design
Mechanical System Design
Design Development and Wall Sections
Final Presentation

Prerequisites:

ARCH 1400

Textbooks/Learning Resources:

The Architect’s Studio Companion: Rules of Thumb for Preliminary Design, by Edward Allen and Joseph Iano

Offered (semester and year):

Winter, Fall and Summer, annually

Faculty Assigned:

Odoerfer, J.
Resnick, N.

Number & Title of Course: ARCH 5190, Professional of Architecture, 3 credits.

Course Description: This course examines professional practice issues including internship, construction documents, firm organization, compensation, financial management, marketing and the architect's responsibilities in the project delivery process.

Course Goals & Objectives:

To expose the students to the wide range of professional responsibilities of the project delivery process.

To expose the students to the business aspects of the architectural profession.

Student Performance Criterion/a addressed:

- B.7 – Financial Considerations
- C.3 – Client Role in Architecture
- C.4 – Project Management
- C.5 – Practice Management
- C.6 – Leadership
- C.7 – Legal Responsibilities
- C.8 – Ethics and Professional Judgment
- C.9 – Community and Social Responsibility

Topical Outline:

1. Strategic Planning & Ethics (10%)
2. Business Planning & Organizational Structure (5%)
3. Profit & Compensation Planning (20%)
4. Marketing (10%)
5. Project Management (10%)
6. Construction Documents Overview (10%)
7. Architect's Responsibilities in the Project Delivery Process- B101 & A201 (30%)
8. Leadership and Visiting Professional (5%)

Prerequisites:

none

Textbooks/Learning Resources:

Coursepack assembled by the faculty, and The AIA Student Edition of the Architect's Handbook of Practice

Offered (semester and year):

Winter only, annually

Faculty Assigned:

LaGrassa, S.

Number & Title of Course: ARCH 5590, Architecture and Construction Law, 3 credits

Course Description: This course stresses the importance of selecting the proper structure for business ventures such as corporations and partnerships. It explores the liability of architects as a result of client relationships and construction difficulties. Also covered are problems facing the private practitioner, including bonding requirements and architectural malpractice.

Course Goals & Objectives:

The purpose of this course is to provide the architectural and engineering students with an exposure to legal problems they will face in practice.

Toward this end, a brief overview of the judicial system will be presented followed by a more detailed view of the principals of contract and agency law. The main focus of the course will be then divided into three areas: 1. forms of business associations, 2. architect/engineer - client relationship, 3. the construction process.

Student Performance Criterion/a addressed:

- C.5 - Practice Management
- C.6 – Leadership
- C.8 – Ethics and Professional Judgment

Topical Outline:

1. Overview of the American Legal System
2. Business Structures
3. Basic Tort and Contract Principles
4. Agency
5. Contract Overview
 - A. Contract Formation
 - B. Remedies for Breach
 - C. Sources of Contract Rights and Duties
 - D. Common Contracting Pitfalls
6. The Tort System
7. Construction Dispute Overview
8. Traditional Roles of the Design Professional
 - A. Specific Design Professional Liability Issues
 - B. Managing the Client / Owner
9. Risk Management
 - A. The Architects' Malpractice / Errors and Omissions Insurance
 - B. Forms of Contractor's Insurance
 - C. Surety Bonds
10. Project Delivery Systems
 - A. Competitive Bidding
 - B. Construction Management
 - C. Alternative Forms of Project Delivery
11. The Construction Process
 - A. Construction Administration
 - B. The Pay Application Process
 - C. Terminating the Construction Contractor
 - D. Managing Contractor Claims
12. Miscellaneous Issues
 - A. Architectural Copyrights
 - B. Licensing

Prerequisites:

none

Textbooks/Learning Resources:

Legal Aspects of Architecture, Engineering and the Construction Process, Justin Sweet
January 1, 2012

Offered (semester and year):

Winter only, annually

Faculty Assigned:

Butters, F.

Number & Title of Course: ARCH 5100, 5110, 5200, 5210, Masters Studio I & II, and Masters Supplement I & II, 16 credits in total.

Course Description:

The master's thesis project allows each student the opportunity to be responsible for both the identification of a theoretical or practical problem and the execution of a substantial project as a response to the proposed 'thesis.' Students conduct research to formulate a hypothesis and test this hypothesis through a rigorous design intervention. A well-executed thesis project not only serves to benefit the student, but also contributes to the discourse of the architectural profession as a whole. The development of the project takes place over two terms, and consists of two classes each term. The objectives of the supplemental course typically are also defined independently for each student but generally serve as a mechanism to evaluate the use, proficiency, and breadth of their various skill-sets as they are incorporated into the project, with special attention on their ability to communicate the research, concepts, and design both graphically and in written form and the development of their initial concept. Each term includes a common structure of sketch problems, pin-ups, benchmarks, and expectations.

Course Goals and Objectives:

The intent of this course is to teach and evaluate each student's ability to:

- Develop a mature, self-directed working method that encompasses all aspects of architectural production including conceptualization, research, design, technical integration, writing, and all forms of graphic and oral presentation.

- Formulate and develop a design project that is cultivated from the individual's own critical position relative to larger architectural discourse and exhibit personal growth both intellectually and professionally through the rigorous testing of their initial ideas.

- Produce a body of work that demonstrates mastery of the knowledge and skills required to translate critical, speculative, and creative research into an architectural resolution that includes the complete integration of social, cultural, theoretical, urban, programmatic, technical and formal concerns.

Student Performance Criterion/a addressed:

- A.1 – Communication Skills
- A.3 – Visual Communication Skills
- A.5 – Investigative Skills
- A.7 – Use of Precedents
- B.1 – Pre-Design
- B.6 – Comprehensive Design (Basically A.2 – B.9)

Topical Outline: n/a

Prerequisites:

Acceptance into the Masters Program

Textbooks/Learning Resources:

Varies according to professor

Offered (semester and year):

Fall and Winter, annually

Faculty Assigned:

Bernasconi, C.
Resnick, N.
Mueller, J.
Fuchs, W.
Swanson, K.

4.3 Faculty Resumes

Name: Claudia Bernasconi

Courses Taught:

ARCH 5970 Teaching and Learning the City
MCD 5900 Master of Community Development Capstone
ARCH 5100/5100 Master Design Studio / Studio Supplement
ARCH 5960 The Digital Image in Space
DMS 3910-4910 Digital Media Design Studio
ARCH 2100-2300 Vertical Design Studio
ARCH 5470 Design Analysis and Representation

Educational Credentials:

M. Arch., Università degli Studi "Roma Tre", 2003
M. Arch. II, "La Sapienza" University, 2004

Teaching Experience:

Visiting Asst. Prof., University of West Virginia University, 2005-2006
Assistant Professor, University of West Virginia University, 2006-2009
Assistant Professor, University of Detroit Mercy, 2009-present

Professional Experience:

Scenic Design and Graphic Design, *Teatro delle Apparizioni*, theater company 2003-2004
Intern, at the I.C.E. Italian Trade Commission Institute, Rome, 2003
Assistant, Architectural Design Studio 4, Università degli Studi "Roma Tre", 2003

Licenses/Registration:

Rome, Italy/EEUU

Selected Publications and Recent Research:

Maskey, V., Strager, M.P., Bernasconi, C. (2013). Managing a Sustainable Transportation System: Exploring a Community's Attitude, Perception, and Behavior of the Morgantown Public Rapid Transit (PRT) *Journal of Management and Sustainability* Vol. 3, No. 2, 56-67.
Bernasconi, C., Strager, M., Maskey, V., Hasenmyer, M. (2009) Assessing Public Preferences for Design and Environmental Attributes of an Urban Automated Transportation System. *Landscape and Urban Planning Journal*, 90, 155-167.
Bernasconi, C., Yoo, J., MacDonald, N.M., & Mendoza, H. (2008). Culture and design: Integrating a cross-cultural and interdisciplinary experience into the design curricula. *Design Principles & Practices: An International Journal*, 2(2), 161-172.
Principal Investigator, Department of Transportation grant for the study on "**Understanding and Building Public Opinion regarding Transit in Southeast Michigan**", in collaboration with Co-PIs Leo Hanifin, Kathy Zhong, and Linda Slowik. January 20 2012 - August 16, 2014, \$233,783
Co-Principal Investigator, Department of Transportation grant for developing the "**Study of Factors that Inhibit and Enable Effective Development of Sustainable Regional Transit Systems in Southeastern Michigan**" research project. Dr. Leo E. Hanifin, Principal Investigator, in collaboration with Co-PIs Lloyd Semple, Utpal Dutta, January 20 2012 - August 16, 2013, \$250,000

Professional Memberships:

Environmental Design Research Association, 2011 - present
Honor Society of Sigma Lambda Alpha, Landscape Architecture Honor Society, 2005 -present
Ordine degli Architetti, Pianificatori, Paesaggisti e Conservatori di Roma e Provincia
2004 – present (Italian equivalent of the American Institute of Architects, AIA)

Name: Frederick F. Butters, FAIA, Esq

Courses Taught (Two academic years prior to current visit):

ARCH 5590 - Architectural and Construction Law

Educational Credentials:

B.S. Arch., Lawrence Institute of Technology, 1983

B. Arch., Lawrence Institute of Technology, 1984

JD (Juris Doctor), Wayne State University College of Law, 1991

M. Arch., Lawrence Technological University, 2009

Teaching Experience:

Adjunct Professor, Graduate School of Architecture, Lawrence Technological University 2004 – Present

Adjunct Professor, Graduate School of Architecture, University of Detroit Mercy 2003 – Present

Professional Experience:

Architectural Detailer, Giffels Associates, Southfield, Michigan, 1984 -1987

Project Architect, Stucky + Vitale Architects, Royal Oak, Michigan 1987 – 1995

Attorney, Federlein & Keranen, P.C., June 1995 - April 1, 2002

Attorney, Thomas M. Keranen & Associates, P.C., April 1, 2002 - June 1, 2008

Attorney, Frederick F. Butters, PLLC, June 1, 2008 - Present

Licenses/Registration:

Licensed Architect – Michigan 1987 – Present

NCARB Certified – 1988 – Present

Admitted to Practice of Law in Michigan, Michigan Bar Association, 1991

Admitted to Practice, United States District Court, Eastern and Western District(s) of Michigan, 1991

Admitted to Practice, United States 6th Circuit Court of Appeals, 1996

Admitted to Practice, United States Court of Claims, 1996

Admitted to Practice, United States Supreme Court, 1997

Selected Publications and Recent Research:

Greening the Standard of Care - Evolving Legal Standards for the Practicing Architect in a Sustainable World, The Counselors of Real Estate Journal "Real Estate Issues" - Volume 33, Issue 3, 2008

A Green Postcard from South of the Border - Sustainable Design Considerations for the Practicing Design Professional, Pro-Demnity Insurance Company presented in Ottawa, Markham, and Toronto Ontario, Canada, November 2009

AIA v. Consensus Integrated Practice Documents, A Comparison in Contrasts, Royal Architectural Institute of Canada, presented at RAIC convention, Saskatoon, Saskatchewan, Canada, June 2010, and CSI Construct2011 (Chicago) and CSI Construct2012 (Phoenix)

Professional Memberships:

The American Institute of Architects, College of Fellows, Richard Upjohn Fellow

AIA National, Licensing Committee

AIA National, Strategic Initiatives Board Committee

AIA National, Diversity Council

AIA National, Secretaries' Advisory Committee

American Council of Engineering Companies, Risk Management Committee

Michigan Construction Code Commission, Appointed by Governor Rick Snyder, confirmed by the Michigan Senate - 4 year term beginning April 2011

AIA Michigan Government Affairs Committee

Frank Lloyd Wright Affleck House Restoration Council

Name: Libby Balter Blume, PhD, CFLE

Courses Taught (two academic years prior to current visit (2011-12 and 2012-13):

PYC 2650 – Psychology of Environments

ARCH 1210 – Visual Communications II

MCD 5040 – Introduction to Human Development

Educational Credentials:

B. A., Studio Art, University of California, Davis, 1971

M. A., Interdisciplinary Creative Arts, San Francisco State University, 1973

Ph.D., Human Development, Texas Tech University, 1987

Teaching Experience:

Instructor, Cabrillo College, 1974-1975

Instructor, California State University, Sacramento, 1975-1976

Instructor, University of Maryland, Baltimore County, 1977-1979

Instructor, Hood College, Frederick, MD, 1981-1982

Lecturer, Texas Tech University, 1982-1987

Assistant Professor, Mercy College of Detroit, 1987-1990

Associate Professor, University of Detroit Mercy, 1990-2006

Professor, University of Detroit Mercy, 2007-present

Professional Experience:

Curatorial Assistant, The Oakland Museum, Oakland, CA, 1973-1974

Education Director, Santa Cruz County Head Start, 1974-1976

HEW Expert, Head Start Bureau, Washington, DC, 1977-1979

Director, Child Development Center, Texas Tech University, 1982-1987

Director, Child Development Center, Mercy College of Detroit, 1987-1990

Director, Developmental Psychology, University of Detroit Mercy, 1990-present

Co-Director, Masters of Community Development, University of Detroit Mercy, 2007-present

Licenses/Registration:

Art Practice, State of California, Lifetime Teaching Credential, 1975-present

Certified Family Life Educator, National Council on Family Relations, 1999-present

Selected Publications and Recent Research:

Blume, Libby B. and Rosemary Weatherston. "Queering the Campus Gender Landscape Through Visual Arts Praxis." In *Queer Landscapes: Mapping Queer Space(s) of Praxis and Pedagogy*. New York: Palgrave. Edited by Elizabeth McNeil, James Wermers, and J. O. Lunn, in press.

Blume, Libby B. "[De]forming the Figure: Spatial Embodiment in Architectural Representation." *Dichotomy*, 19 (2013): 116-135.

Beer, Arthur J. & Libby B. Blume. "Social Justice Theatre: *Malice Aforethought: The Ossian Sweet Trial*." In *Groves Monographs on Marriage & Family, Vol. 1. Social, Economic, and Environmental Justice*. Edited by Libby B. Blume, 125-135. Ann Arbor, MI: MPublishing, 2010.

Blume, Libby B. "Declaration and Protest." In the *Gendered Space(s) Women's & Gender Studies Biennial Art Exhibition*. University of Detroit Mercy, 2010.

Professional Memberships:

Environmental Design Research Association (Sponsor)

National Council on Family Relations (Chair, Feminism Section)

Society of Children's Books Writers and Illustrators

American Psychological Association (Divisions 7, 35, 44)

Name: Aldo F. Colandrea, Ph.D., P.E.

Courses Taught:

ARCH 2330 - Structures 1
ARCH 2430 - Structures 2
CIVE 4180 - Masonry Design
CIVE 4680 - Design of Steel and Concrete Structures

Educational Credentials:

B. C. E. University of Detroit, 1975
M. E. University of Detroit, 1976
Ph. D. University of Detroit, 1981

Teaching Experience:

Adjunct Professor, University of Detroit Mercy, 1983 - present

Professional Experience:

Engineer – Albert Kahn Associates, 1977 – 1979
Sr. Engineer – Giffels Associates, 1979-1980
Engineer/Manager – Detroit Edison Company, 1980 - 2010
Engineering Consultant (self employed), 1988 - present

Licenses/Registration:

Michigan and 44 other states as a structural engineer

Recent Professional Engineering Projects:

Cape Canaveral, Florida - Visitor's Center Design
St. Joseph's Hospital, Pontiac - Walkway between hospital and parking area
Atlanta's MARTA - Bus Shelter Stations Design
City of Key West, Florida - Arch Roof Design for Water Treatment Plant
Belle River Power Plant - Design of New Coal Handling Building Walls
Kansas City Wizards Stadium - Polycarbonate Roof Design for entire stadium
St. Jude Church, Detroit - Masonry and foundation failure investigation
Walmart Stores - New canopy entrances throughout the U.S.
Kitana Restaurant, Royal Oak - Design of masonry bearing wall and entrance
DTE Energy Hdqtrs, Detroit - Design of a solar-powered parking area canopy
Nikki's Restaurant, Detroit - Replace concrete slab system for outdoor patio
U of M, Ann Arbor - Bicycle shelter for students at the North Quad
Madison Building, Detroit - Review/reinforce existing 6 story building
Miami-Dade County, Florida - Design of hurricane resistant transit shelters
River Terrace Apts, New York - Design of an arched courtyard canopy

Professional Memberships:

The American Concrete Institute
The American Society of Civil Engineers
The Michigan Society of Professional Engineers

Name: Charles Cross, ASLA

Courses Taught (two academic years prior to current visit (2011-12 and 2012-13):

ARCH 1290 – Introduction to Architecture III

ARCH 2100-2400 – Vertical Design Studio

Educational Credentials:

B.S. Agriculture, Western Michigan University, Kalamazoo MI, 1991

B.S. Landscape Architecture, City College New York, New York NY, 2005

M. Urban Design, City College New York, New York NY, 2006

Teaching Experience:

Teaching Assistant, City College New York, 2004-2005

Design Instructor, The New York Botanical Garden, 2008

Design Instructor, The Cooper-Hewitt National Design Museum 2007-2008

Adjunct Professor, University of Detroit Mercy, 2009-present

Professional Experience:

Technician, Environmental Studio, Johnson, Johnson & Roy, Ann Arbor, MI 1995-2000

Designer/Project Manager, Warren Conner Development Coalition Detroit, MI, 2000-2001

Intern Landscape Arch. Elizabeth Kennedy Landscape Architects Brooklyn, NY, 2003-2005

Urban Designer, City College Architectural Center New York, NY, 2005-2006, 2002-2003

Urban Designer/Project Manager, Mary Miss Studio, New York, NY, 2006-2008

Licenses/Registration:

n/a

Selected Publications and Recent Research:

Lecture: "RecoveryPark: A Recovering Community Without Walls" Urban Agriculture Summit-Ryerson University, 2012 - Toronto ON

Lecture: "Re-Imagining Parks for the 21st Century City" City Parks Alliance

International Urban Parks Conference 2012 - New York University New York, NY

Lecture: "Food for Thought: The Benefits of Urban Agriculture in the Era of Sustainability" MOBIUS/

LA AIA Dwell on Design Conference 2011 - Los Angeles, CA

Exhibition: AIA Detroit Urban Priorities Committee Urban Agriculture + Landscape Exhibition and Symposium 2011 - Detroit MI

Exhibition: Changing Streetscapes: New Architecture and Open Space in Harlem-City College New York 2005 - New York, NY

Rouge River National Wet Weather Demonstration Project

Middle 1 Subwatershed Management Study

Karen Gallagher, Douglas Denison, Don Tilton, and Charles Cross Technical Memorandum,

November 1997, 6

7 pages, Order Number: NPS-TM23.00

Professional Memberships:

The American Society of Landscape Architects

Name: Andrew Dunlap, AIA, CDT, NCARB, LEED ®AP

Courses Taught (four academic years prior to current visit (2009-10 through 2012-13)

ARCH 2150 – Construction I

ARCH 2250 – Construction II

Educational Credentials:

Bachelor of Architecture, University of Detroit Mercy, 2002

Bachelor of Science in Mathematics, University of Detroit Mercy, 2002

Masters of Architecture, University of Detroit Mercy, 2004

Teaching Experience:

Adjunct Instructor, University of Detroit Mercy, 2009-present

Professional Experience:

Architect, Principal, SmithGroupJJR, Inc., Detroit, MI, 2002- present

Licenses/Registration:

Michigan, Maryland, New York

Selected Publications and Recent Research:

Dunlap, Andrew; Carbary, Lawrence; & O'Connor, Thomas. "High Performance Curtain Wall Using Vacuum Insulated Panel (VIP) Spandrels." *Glass Performance Days*, Tampere, Finland, June 2013

Dunlap, Andrew. "Greener Roofscapes, for a Greener Future: Innovative Designs add Building Value and Enhance Sustainability." *ARCHITECT Magazine*, January 2013 (Contributing Author)

Dunlap, Andrew; Carbary, Lawrence; & O'Connor, Thomas. "High Performance Curtain Wall Using Vacuum Insulated Panel (VIP) Spandrels." *National Institute of Building BEST3 Conference Proceedings*, Atlanta, GA, April 2012

Dunlap, Andrew. "Hygrothermal Evaluation: Comparison of Static and Dynamic Analysis Methods Quickly Displays Building Performance." *Masonry Edge Story Pole*, Vol. 6, No. 1, 2011

Dunlap, Andrew; Johnson, Paul; & Songer, Curt. "Controlling Condensation Through the Use of Active and Passive Glazing Systems." *Condensation of Exterior Building Wall Systems, ASTM STP 1498*, 2011

Professional Memberships:

The American Institute of Architects

ASTM International

National Council of Architectural Registration Boards

Building Enclosure Council, Greater Detroit Chapter, Chair

RCI Great Lakes Chapter

Name: Mark Farlow, Adjunct Professor of Architecture

Courses Taught

2009-2010, Masters Studio (graduate-level thesis studio)
2011-2012, Masters Studio (graduate-level thesis studio)

Educational Credentials:

BScArch, Lawrence Technological University, 1981
BArch (professional degree) , Lawrence Technological University, 1982
MScArch program, University of Cincinnati, 1982-1984
MArch (professional degree), Lawrence Technological University, 2009

Teaching Experience:

Instructor, University of Cincinnati, 1982-1984
Assistant Professor & Instructor, Mississippi State University, 1984-1988
Visiting Professor (faculty exchange) University of Plymouth (UK), 1988
Adjunct Professor, Lawrence Technological University, 1995-present
Adjunct Professor, University of Detroit Mercy, 1999-present

Professional Experience:

Wah Yee Associates Architects & Planners, 1977-1980
Gunnar Birkerts & Associates Architect (retired), 1980
Garbooshian/Budday Associates Architects (retired), 1988-1990
Victor Saroki & Associates Architects, 1992-present

Selected Publications and Recent Research & Service:

***DESIGN & TEACHING AWARDS:**

Teaching & Learning Using Technology (TLT) LTU University Faculty Award, 2013
(17) AIA-MI, AIA-Detroit Chapter, and Masonry Institute of Michigan design awards

***ARCHITECTURE PROJECTS:**

Sayne Dental Properties, Birmingham, MI, completion in 2014
The Stand Bistro (under construction), Birmingham, MI, 2013
Davenport University, Lansing, MI, 2013
Phoenicia Restaurant, Birmingham, MI, 2012
Polk Headquarters, Southfield, MI, 2011
Ullman-Marini Residence, Birmingham, MI, 2010
Plum Market, West Bloomfield, MI, 2009
Plum Market, Ann Arbor, MI, 2008
Main North Lofts, Royal Oak, MI, 2005-2007
Bloomfield Hunt Club Estates (4-luxury homes), Bloomfield Hills, MI, 2006
Ferber Residence, West Bloomfield, MI, 2005
The Willits, Birmingham, MI, 2004
The Residences at Riverside Place, Birmingham, MI, 2003
Piceu Residence, Birmingham, MI, 2000
Bloomfield Open Hunt Club Clubhouse, Bloomfield Hills, MI, 1999
Avalon Films, Farmington, MI, 1998
Posner Gallery, Birmingham, MI 1997
Page Residence, Bloomfield Hills, MI, 1996

***PUBLICATIONS & PAPERS:**

Avalon Films, *Interior Design*, March 1998, Volume 69, Number 3
S.E. Regional ACSA Conference, University of Tennessee, 1986
6th Annual Chautauqua in Mississippi, Mississippi State University, 1985

Name: Alexander Froehlich, LEED ®AP

Courses Taught (two academic years prior to current visit (2011-12 and 2012-13):

ARCH 3000 – Architecture Professional Experience Prep

ARCH 3010 – Architecture Professional Experience I (First Internship)

ARCH 3010 – Architecture Professional Experience II (Second Internship)

Educational Credentials:

M. Arch., University of Detroit Mercy, 2004

Teaching Experience:

Adjunct Instructor, University of Detroit Mercy, 2010-2012

Professional Experience:

Intern, Leonard Else Design Associates, Waterford, MI, 2001

Intern, Aggro Bravura Constructs, Plymouth, MI, 2002

Intern, Detroit Collaborative Design Center, Detroit, MI 2003

Architectural Designer, Archive DS: architects + urbanists, Detroit, MI 2004-2006

Architectural Designer, Kraemer Design Group, Detroit, MI 2006-2009

Architectural Designer/Contract, New Perspective Architects, Livonia, MI 2011

Architectural Designer, NORR LLC, Detroit, MI 2012-present

Leadership Experience (non-profit):

Project Leader/Volunteer, Detroit Bikes! / Detroit Synergy, Detroit, MI 2005-2011

Project Leader/Volunteer, Detroit Bikes to Work Day, Detroit, MI 2006-2013

Project Coordinator/Volunteer, Detroit Commuter Challenge, 2006-2009

Project Coordinator/Grant Writer, Healthy Environments Partnership (HEP) 2010 & 2011

Licenses/Registration:

LEED AP – Accredited Professional, June 2009

Selected Publications and Recent Research:

Josar, David. Architect creates plans for Detroit cycle tours. The Detroit News, 6 July, 2006.

Bak, Richard. Hot Wheels: Bicycling Feature. Hour Detroit May 2009: p.56-59.

Stolarz, Christina. Commuter Challenge pushes green transportation in southeast Michigan. The Detroit News 6 May, 2009.

Kavanaugh, Kelli. Commuter Challenge week gets you out of your car (or at least alone!) Model D Media, 7 May, 2009.

Jobs landed (May 2010). Metromode Media.

http://metromodemedia.com/jobslanded/alexander_froehlich.aspx

Pecha Kucha Night Detroit. May 2013 Presenter. “Why Detroit Bikes.”

<http://www.pechakucha.org/users/alex-froehlich>

Professional Memberships:

NCARB IDP Coordinator (Auxillary), 2010-2012

Name: Wladek Fuchs

Courses Taught (two academic years prior to current visit (2011-12 and 2012-13):

ARCH 1110 – Visual Communication I

ARCH 1210 – Visual Communication II

ARCH 1160 – Computer Aided Design

ARCH 2160 – Computer Graphics

ARCH 2100-2200 – Vertical Design Studio – Electronic Design Studio

Educational Credentials:

M. Arch., Warsaw Institute of Technology 1987

Ph.D. Warsaw Institute of Technology 1994

Teaching Experience:

Teaching Assistant Warsaw Institute of Technology 1983-1987

Assistant (Professor) Warsaw Institute of Technology 1987-1990

Assistant Professor, University of Detroit Mercy, 1991-1998

Associate Professor, University of Detroit Mercy, 1998-present

Professional Experience:

Pankowski Novak Design Group 1983-87 (Warsaw, Poland)

ESPEA Fedorowski & Slupieczanski Design Studio 1987-88 (Warsaw Poland)

Design Media (Owner) Royal Oak, MI 1996-2002

Archigrafx (Owner) Royal Oak, MI 2005-present

Licenses/Registration:

Poland

Selected Publications and Recent Research:

September 2008 – May 2009 - 3D Digital model of the Roman Theater in Volterra - a historical research and presentation project. The project was presented at the exhibition “Pietre Silenziose” In Volterra (Italy) in June 2009.

June 2009 Personal Exhibit “Pietre Silenziose” in Volterra (Italy). Exhibit location: Volterra Pinacoteca Gallery. Exhibit included 24 watercolors from Volterra and Tuscany, and the video presentation of the 3D Digital reconstruction of the Roman Theater in Volterra (originally from I BC)

2011-2012 Michigan Watercolor Society Travel Show

2012-2013 Maecenas Italia – a series of individual and group exhibitions of watercolors in various locations in Sweden

Professional Memberships:

Association for Computer Aided Design in Architecture (ACADIA)

Michigan Watercolor Society

Polish Association of Watercolorists

Name: Tadd Heidgerken, RA

Courses Taught (two academic years prior to current visit (2011-12 and 2012-13):

AENG 1400 – Architectural Engineering Studio
ARCH 1300 – Architectural Design III
ARCH 1400 – Architectural Design IV
ARCH 3710 – Graphic Design
ARCH 5220 – Dichotomy Student Journal I
ARCH 5221 – Dichotomy Student Journal II
ARCH 5710 – Graphic Design
ARCH 5810 – Graphic Design II

Educational Credentials:

B. Arch., University of Detroit Mercy, 2001
M. Arch., Cranbrook Academy of Art, 2008

Teaching Experience:

Adjunct Instructor, University of Detroit Mercy, 2006-2011
International Program Instructor, 2010
Instructor, University of Detroit Mercy, 2011-2013

Professional Experience:

Intern, Scholtz Gowy Gere Marolf Architects and Interiors PC, Rock Island, IL, 1997
Intern, Redstone Architects, Southfield, MI, 1998-1999
Project Manager, Luckenbach Zieglerman Architects pllc, Birmingham, MI, 2000-2005
Principal, Et al Collaborative LLC, Detroit, MI, 2004-2008
Principal, Tadd Heidgerken Architect, Detroit, MI, 2008-2013
Principal, Et al Collaborative LLC, Detroit, MI, 2013-Current

Licenses/Registration:

Michigan

Selected Publications and Recent Research:

Corridors Alliance, Detroit, MI. January 2011-Current
Coordination of community engagement research to be implemented in Detroit's Lower Cass Corridor during the development of a new catalyst district that will include a new publically funded arena.

Heidgerken, Tadd and Resnick, Noah. "Roosevelt Park: Grass Roots Initiatives." *The Plan: Urban Development*, No. 047, December 2010/January 2011. Page 128-130

Cary, John and Public Architecture eds. *The Power of Pro Bono: 40 Stories About Design for the Public Good by Architects and Their Clients*. New York: Metropolis Books, 2010

Here and Now: The 2008 Graduate Book of Cranbrook Academy of Art. Bloomfield Hills: Cranbrook Art Museum, 2008.

Professional Memberships:

n/a

Name Marie Henderson, RSM

Courses Taught (two academic years prior to current visit (2011-12 and 2012-13):

ARCH 1110 – Visual Communication I

ARCH 1210 – Visual Communication 2

Educational Credentials:

BA., Mercy College of Detroit 1971

MA., Eastern Michigan University, 1984

Teaching Experience:

Chairperson, Marian High School Art Department, Birmingham, MI, 1971- 1978

Chairperson, Mercy High School Art Department, Farmington Hills, MI, 1978- 2001

Adjunct Professor, University of Detroit Mercy, 2001-present

Professional Experience:

Sculptor, bronze and stone

Various installations listed below

Website: mcauleyimages.com

Licenses/Registration/Certification:

Michigan

Selected Publications, Recent Research and Installations:

Life size bronzes:

Catherine McAuley, Mercy Center, St. Louis, MO, 2006

Bust of Catherine McAuley, Monte Sant' Angelo Mercy College, Sydney, Australia, 2006

Bust of Catherine McAuley, Our Lady of Mercy College, Perth, Australia, 2007

Catherine McAuley, Mercy Hospital, Des Moines, IA 2007

Catherine McAuley, Mercy Hospital, Dubuque, IA, 2007

St. Thomas More, Michigan Catholic Conference, Lansing, MI, 2008

Mary of Nazareth (5/4 life size), St. William Parish, Janesville, WI, 2008

Catherine McAuley, St. John's Hospital, Washington, MO, 2008

Theresa Gerhardinger, School Sisters of Notre Dame, St. Louis, MO, 2010

The Spirit of Mercy, Carolina Medical Center-Mercy, Charlotte, NC, 2010

Catherine McAuley, Mercy Medical Center, Springfield, MO, 2010

Frances Warde, Carlow University, Pittsburgh, PA, 2011

Catherine McAuley, McAuley School for Exceptional Children, Plainfield, NJ, 2012

Catherine McAuley, St. Joseph's College, Portland, ME, 2012

Ministry Wall at Our Lady of the Pines, (bronze, granite, wood), Fremont, OH, 2013

Entrance to "Catherine's Place", Farmington Hills, MI 2013

Installations at Trinity Home Health Care, Fort Wayne, IN, and White Lake, MI, 2013

Professional Memberships:

Phi Kappa Phi 1984-present

Mercy Higher Education 2001-present

Name: Stephen J. La Grassa, RA

Courses Taught:

ARCH 1100 – Architectural Design I
ARCH 1200 - Architectural Design II
ARCH 2140 – Ecological Design
ARCH 5190 - Profession of Architecture

Educational Credentials:

B. Arch., University of Detroit, 1970
M. Arch., University of Detroit, 1975

Teaching Experience:

Graduate Teaching Assistant, University of Detroit, 1970-71
Adjunct Professor, University of Detroit, 1972-75
Assistant Professor, University of Detroit, 1975-78
Associate Professor, University of Detroit, 1978-83
Professor, University of Detroit (Mercy), 1983-Present
Adjunct Prof., University of Michigan, 1997- 2004

Professional Experience:

T.Rogvov Associates, 3 three month Co-op Periods, University of Detroit, 1967-69
Dorchen & Serlin, 1971- 1973
Habitat Inc., and Robert H. Tucker, Architect, 1973-75
Stephen J. La Grassa, Architect 1975-Present

Licenses/Registration:

Michigan 1975-Present

Selected Publications and Recent Research:

State of Michigan Housing Development Authority, Development Guidelines for Group Homes for Independent Living, Habitat Inc., 1975
Lilly Grant for Classroom Research (1992)
Sustainable Design lab (1995)
Reuse of Abandoned Masonry Structures in Detroit for Potential Agrarian Uses, 2010-13

Professional Memberships:

ACSA

Name: Anthony C. Martinico

Courses Taught (two academic years prior to current visit (2011-12 and 2012-13) :

Term I, 2011-12:

ARCH 2100-2300, Architectural Design 5-8
ARCH 2520, Contemporary Architectural Theory
ARCH 3620, Foundations of Architectural Theory

Term II, 2011-12: (Taught in Warsaw Poland as part of the Polish Exchange Program)

ARCH 2100-2300, Architectural Design (Taught to Polish Students)
Architecture for the Society of Knowledge (ASK), Architectural Theory
Lectures on Modern and Contemporary Architecture in the U.S.

Term I, 2012-13:

ARCH 2100-2300, Architectural Design 5-8
ARCH 2520, Contemporary Architectural Theory
ARCH 3620, Foundations of Architectural Theory

Term II, 2012-13: (Taught in Warsaw Poland as part of the Polish Exchange Program)

ARCH 2100-2300, Architectural Design (Taught to Polish Students)
Lectures on Modern and Contemporary Architecture in the U.S.

Educational Credentials:

A.B., University of Detroit, 1969
B. Arch., University of Detroit, 1978
MS/CIS., University of Detroit Mercy, 1999

Teaching Experience:

Instructor, Duns Scotus College, 1971-74
Assistant Professor, University of Detroit, 1980-88
Associate Professor, University of Detroit/ Detroit Mercy, 1988-92
Professor, University of Detroit Mercy, 1992-present
Honorary Professor, Warsaw University of Technology, awarded in 2000

Selected Publications and Recent Research:

Fulbright Teaching Fellowship to the Warsaw University of Technology for instruction in architectural theory and assistance in curriculum development, 2007-08.

2011-12 ACSA "Sustainable Home Competition", Central Region winner to Agnieszka Wir-Konas sponsored by Anthony C. Martinico.

2010-11 ACSA/AISC Student Design Competition, "Homeless Assistance Help Center", First Place Award to Igor Bialoruski sponsored by Anthony C. Martinico.

Professional Memberships and Service:

Fulbright Discipline Peer Review Committee, 2009-12.

Fulbright Alumni Association.

Name: Jan Mazur

Courses Taught (two academic years prior to current visit (2010-2011,2011-12):

Master Studio (XII semester)

Bachelor Studio (VIII sem.)

Architecture of Monuments (Lecture, Seminar and Design Studio, XI sem.)

Interior Design Studio (IV sem.)

Architectural Design Studio - Small Architectural Object in a Landscape (III sem.)

Introduction to Architectural Design (I and II sem.)

Educational Credentials:

M. Arch., Warsaw University of Technology, 1977

M. of Art, Academy of Fine Arts in Warsaw, 1980

Teaching Experience:

Visiting Asst., Academy of Fine Arts in Warsaw, 1995-1996

Senior Lecturer, Warsaw University of Technology, 1999-present

Professional Experience:

Individual Architectural and Artistic Studio Jan Mazur Architect, 1977-present

Licenses/Registration:

IARP (Chamber of the Architects of Poland) - No MA-1125

Selected Publications and Recent Research:

Polish War Cemeteries in the East, international architectural competition, publication:

“Arche” (special edition) 1997

International Biennale of Architecture in Krakow, international architectural competition,

publications: post-competition editions 1996, 2000,2002, 2004

European Solidarity Center in Gdansk, international architectural competition, publication:

post-competition edition, Gdansk 2007

Monument for the Smolensk Crash Victims, international architectural competition,

publication: post-competition edition Warsaw-Oronsko 2012

Professional Memberships:

SARP (Society of the Architects of Poland), ZPAP (Union of the Polish Artists)

Name: Michael P. McCulloch, AIA

Courses Taught (two academic years prior to current visit (2011-12 and 2012-13):
ARCH 2220 – Architectural History and Theory II

Educational Credentials:

B. Arch., University of Detroit Mercy, Magna cum Laude, 2002
M.S. in Architecture and Urban Design, Columbia University, 2003
Ph.D. in Architecture, History and Theory Specialization, University of Michigan (in process, graduation expected 2014)

Teaching Experience:

Assistant Professor, Drury University, 2006-2009
Adjunct Instructor, University of Detroit Mercy, 2012
Graduate Student Instructor, University of Michigan, 2009-present

Professional Experience:

Assistant Design Manager, Northwest Airlines Midfield Project Office, 2003-2005
Intern Architect, Albert Kahn Associates, 2005-2006

Licenses/Registration:

Michigan

Selected Publications and Recent Research:

McCulloch, Michael. (Forthcoming) "Interpreting Abandoned Sites: Administrative, Market and Grassroots Frameworks." *Journal of Urban History*, Special Issue: Reinventing the American Post-Industrial City, 2014.

McCulloch, Michael. "City of Homes: Industrialists Shape Detroit's Fordist Urbanism in the 1910s." Paper presented at the Buell Dissertation Colloquium, Temple Hoyne Buell Center for the Study of American Architecture, Columbia University, 2013.

McCulloch, Michael. Book Review: Austin and Doerr's *Lost Detroit*, Gallagher's *Reimagining Detroit* and Moore's *Detroit Dissassembled*. *Preservation Education and Research*, Volume 5, pp. 108-109, 2012.

Fishman, Robert, Michael McCulloch and Julia Reyes Taubman. "A Guide to the Photographs," in Taubman, Julia Reyes. *Detroit: 138 Square Miles*, pp.455-483. Detroit: Museum of Contemporary Art Detroit and Distributed Art Publishers, 2012.

McCulloch, Michael. "Michigan Central Station: Reframing the Narrative of Detroit's Grand Past." *Dimensions 24*, pp. 106-111. University of Michigan, 2011.

McCulloch, Michael. "Inside Ford's Garden City: Social and Spatial Logics of a Hybrid Suburbanity." In *Where do you Stand? Proceedings of the 2011 99th ACSA Annual Meeting in Montreal, QC*. New York: Association of Collegiate Schools of Architecture, 2011.

Professional Memberships:

The American Institute of Architects
Society of Architectural Historians

Name: Dorian Moore, RA

Courses Taught (two academic years prior to current visit (2011-12 and 2012-13):

ARCH 2130 – Principles of Structural Behavior

ARCH 3000 – Professional Experience Preparation

ARCH 3010 – Professional Experience I

ARCH 3010 – Professional Experience 2

Educational Credentials:

B.S. in Arch., University of Michigan, 1986

M. Arch., University of Michigan, 1988

Teaching Experience:

Adjunct Instructor, University of Detroit Mercy, 2009-pres

Assistant Professor, University of Detroit Mercy, 2007-2009

Adjunct Instructor, University of Detroit Mercy, 1996-2009

Adjunct Instructor, University of Windsor, 2011-pres

Adjunct Instructor, Lawrence Technological University, 2012

Adjunct Instructor, Lawrence Technological University, 1992-1996

Adjunct Instructor, Wayne State University, 1996

Adjunct Instructor, Wayne State University, 1991

Professional Experience:

Design Principal, Archive Design Studio, Detroit, MI, 1995-Pres

Intern, Smith, Hinchman & Grylls, Detroit, MI, 1990-1995

Intern, Sims-Varner Associates, Detroit, MI, 1987-1990

Licenses/Registration:

Michigan

South Carolina

Ohio

Selected Presentations, Publications, and Recent Research:

Detroit: Regional City, Panel Discussion, Panelist

Detroit Institute of the Arts, June 2013

Dublin-Toronto Charrette, Professional Advisor

One of the largest International charrettes. Over 250 participants.

The Institute Without Boundaries, George Brown College, Toronto, February 2013

Woodward Avenue Complete Streets, Professional Urban Design Consultant

Largest Complete Streets Masterplan in the United States, Detroit, 2013

Public Housing Developer Selection Committee, Professional Advisor

Milwaukee Housing Authority, Milwaukee, 2010

Professional Memberships/ Affiliations:

The Art Gallery of Windsor, Board of Directors

Windsor, Canada, 2012- Pres

Name: John C. Mueller, RA

Courses Taught: (since last visit)

ARCH 5100 Masters Design

ARCH 5110 Supplement

ARCH 5200 Masters Design

ARCH 5210 Supplement

Educational Credentials:

B. Sc Arch., University of Detroit 1976

Teaching Experience:

Assistant Professor, University of Detroit, 1976-1983

Associate Professor, University of Detroit, 1983-1988

Professor, University of Detroit Mercy, 1988-present

Professional Experience:

Gunnar Birkerts and Associates 1967-1969

O'Dell Hewlett and Luckenbach 1969-1976

Richard Bos Partners 1985-2000

Allen and Laux 2000-2002

Richard Bos Partners 2002-2005

Licenses/Registration:

Michigan

Research:

Professional Practice

Name: Becky Nix, LEED ®AP

Courses Taught (two academic years prior to current visit (2011-12 and 2012-13):
ARCH 1160 – Introduction to Computer Graphics
Technology Workshop Seminars - Introduction to Photoshop & Indesign

Educational Credentials:

B. Arch., University of Detroit Mercy, 2001
Istituto Della Arte / UDM Study Abroad Program - Volterra, Italy 2001
Politechnika Warszawska / UDM Exchange Program - Warsaw, Poland 2000
Continuing Education via UCLA Extension & Santa Monica College 2002-2004 - Spanish, Italian, Photography
Self Education - HTML Programming, Digital Programs

Teaching Experience:

Adjunct Instructor, University of Detroit Mercy, 2000-2001

Professional Experience:

Co-Founder, bioLINIA - (Los Angeles, Warsaw, Detroit) 2008-2013
Co-Founder, bioME 5: Workshop - (Los Angeles, Detroit) 2008-2013
Architectural Designer, Ehrlich Architects - (Culver City, CA) 2003-2007
Architectural Designer, Moore Rubell Yudel Architects & Planners - (Santa Monica, CA) 2003
Architectural Designer, Doelling Brennan Peschl, Inc. - (Los Angeles, CA) 2001-2003
Intern, Murphy & Associates - (Birmingham, MI) 1999

Selected Publications and Recent Research:

Dwell Magazine (Bath & Spa Issue) - interview and feature on bioLINIA architectural projects (Winter 2013)

Dwell Magazine (It's a Small World Issue) - interview and feature on bioLINIA architectural projects (November 2012)

Dobre Wnetrze - Polish Interior Design & Architecture Publication, interview and feature on bioLINIA (January 2012)

Nix, Becky. "Laundry Lighting Project." Mind The Gap: Detroit design ideas for in-between spaces. (2011)

Name: Joseph Odoerfer, RA

Courses Taught (two academic years prior to current visit (2011-12 and 2012-13):

ARCH 2120 – Architectural History & Theory I
ARCH 2220 – Architectural History & Theory II
ARCH 2340 – Environmental Technology I
ARCH 2440 – Environmental Technology II
ARCH 4100 – Technical Integration Studio
ARCH 5920 – The Gilded Age

Educational Credentials:

B.S. in Architecture, University of Detroit, 1976
M. Arch., University of Detroit, 1978

Teaching Experience:

Assistant Professor, North Dakota State University, 1983-1985
Assistant Professor, University of Detroit Mercy, 1987-1991
Associate Professor, University of Detroit Mercy, 1991-2000
Professor, University of Detroit Mercy, 2000-present

Professional Experience:

U.S. Department of Commerce (NOAA), Rockville, MD, Architectural Co-op 1975/1976
Schervish Vogel Merz, PC, Architects, Landscape Architects, Urban Designer, Detroit, MI,
Junior Designer, 1978-1980
Smith, Hinchman & Grylls, Architects & Engineers, Detroit, MI, Project Architect, 1980-
1981
Bertram Burton Associates Architects, Denver, CO, Project Architect, 1981-1982
JPRA Architects, Southfield, MI, Designer, 1985-1987
JPRA Architects, Farmington Hills, MI, Consulting Designer, 1989-1994
Harold H. Fisher & Associates, Architects & Construction Managers, Detroit, MI,
Consulting Designer, 1994-2004
Harold H. Fisher & Associates, Architects & Construction Managers, Harper Woods, MI,
Principal, 2004-2007
Detroit Collaborative Design Center, Detroit, MI, Architectural Consultant, 2007-2008

Licenses/Registration:

Michigan

Selected Publications and Recent Research:

"Space Planning and Programming," The National Oceanic & Atmospheric Administration Facilities Engineering Handbook, Edited by Dr. Carlton Coulter III, U.S. Department of Commerce, 1976

"The Poetics of Thermal Technology," On Architecture, the City, and Technology, Edited by Marc M. Angelil, Butterworth-Heinemann, 1990.

"The Rumspringa of Charles Follen McKim," Dichotomy 18, Edited by Kaitlynn Young, 2012

Professional Memberships:

Professional Member in the Institute of Classical Architects

Name: Allegra Pitera

Courses Taught (two academic years prior to current visit (2011-12 and 2012-13):

ARCH 1100 Architectural Design I
ARCH 1200 Architectural Design II
ARCH 1300 Architectural Design III
ARCH 1400 Architectural Design IV
DMS 1710 Introduction to Design
DMS 1800 Introduction to Digital Media Studies
DMS 4990 Digital Media Portfolio
DMS 4950 Digital Culture Project

Educational Credentials:

MFA, Cranbrook Academy of Art, 2000
BFA, University of Kansas, 1998
B. Arch., CCA (California College of Arts) 1992
BA, University of Arizona 1986
Universite de Paris a la Sorbonne, (Paris, France); Les cours de francaises, 1985

Teaching Experience:

Associate Professor, University of Detroit Mercy, 2011-present
Director, Digital Media Studies, University of Detroit Mercy, 2006-present
Assistant Professor, University of Detroit Mercy, 2007-2011
Adjunct & Visiting Professor, University of Detroit Mercy, 2001-2007
Instructor, Lawrence Technological University, School of Art and Design, 2001- 2003

Professional Experience:

Juror, Discover Design National High School Arch. Competition, Chicago AF, 2012
Design Consultant; graphic design/video production, TimeBase Video, Synapse Media;
Lezotte Productions, The Detroit Collaborative Design Center, Harvard University, the
Loeb Fellowship Foundation, Detroit Downtown Development Corporation, Art on the
Move, "DAPPER" video project (collaboration with Peter Robinson & Jason Roche,
UDM/LTU, Detroit kids highlighting historic architectural contexts), Gesu Banner "On
Fire with The Spirit of Jesus", for Sr. Angela Hibbard, Art Pro Tem (non-profit public art,
Ann Arbor), collaboration with Kyong Park "24620" screened at ArchiLab 2001-2012
Studio Artist, Rumbleseat Publishing, Kansas City, 1996-1998
Associate, Thompson/Brooks Construction, *San Francisco*, 1995-1996
Acquisitions Assistant, Bowles/Sorokko Galleries, *San Francisco*, 1992-1995
Intern, David Baker Associates San Francisco 1991

Selected Publications and Recent Research:

Video Screening, "Detroit What Will It Take?" (MODCaR), Design Festival, 2012
Co-Pres., Dr. L. Britt-Smith, "Digital Composition Across Platforms" WIDE-EMU Conf., '12
Poster, Allied Media Conference, Wayne State, 2012
Panel Presentation, UDM Colleague Development Days, "Detroit Is My Classroom,
Teaching the Urban Mission", 2012
Poster, iDMAa, International Digital Media Arts Association, "Fast Forward 2012"
Video Screening, "Sprawl", Media City Film Festival, Munoz Film Festival & New York
International Independent Film and Video Festival, 2011
Celebration of Scholarly Research, 2009-2013
Presenter, Pecha Kucha: Vol 6, Detroit juried show: "Sprawl", 2009

Name: Dan Pitera, FAIA

Courses Taught:

ARCH 1300 – Second Year Studio I (2007-2009)
ARCH 1400 – Second Year Studio II (2007-2009)
Detroit Collaborative Design Center (2007-Present)

Educational Credentials:

B.S., Georgia Institute of Technology, 1984
M. Arch., Georgia Institute of Technology, 1987
Loeb Fellow, Harvard University, 2005

Teaching Experience:

Adjunct Professor, University of California at Berkeley, 1992
Adjunct Professor, California College of Arts and Crafts, 1990-1994
Director of Professional Programs, College of Arts and Crafts, 1994-1996
Visiting Professor, University of Kansas, 1996-1998
Hyde Chair of Excellence, University of Nebraska, 1998
Assistant Professor, University of Detroit Mercy, 1999-2003 (Associate Professor: 2003-Present)
Visiting Professor, Harvard University, 2006

Professional Experience:

Intern, Heller & Leake Architects, San Francisco, CA, 1988-1990
Intern, Mark Horton Architecture, San Francisco, CA, 1990-1993
Architect, Rupel, Geizler McLoed Architecture, San Francisco, CA, 1993-1995
Architect, Trachtenberg Architects, Berkeley, CA 1995-1996
Executive Director, Detroit Collaborative Design Center, Detroit, MI, 1999-Present
Director of Civic Engagement, Detroit Future City, Detroit, MI, 2011-Present

Licenses/Registration:

California (1994-Present)

Selected Publications and Lectures:

DareDare, ed., Dislocation 2: Failure/Fallible; "If It Works;Then It Is Obsolete", DareDare; Montreal, Canada, 2012
Keynote Address: Planning Institute of Australia's National Congress, Hobart, 2011
Keynote Address: Annual Conference of Portugal's equivalent to HUD, Lisbon, 2011.
Wilkins, Gretchen, ed., Distributed Urbanism; "Productive Residue: The Casting of Alternative Public Space;" Rutledge Press, 2010

Professional Memberships:

The American Institute of Architects: Fellow

Awards & Honors:

2012 & 2008 Venice Biennale in Architecture
2011 Dedalo Minosse International Prize
2011 SEED Award
2009 Rudy Bruner Award for Urban Excellence
2009 NCARB Prize 8 for Creative Integration of Practice & Education
2008 AIA Detroit Honor Award, 2008 AIA Michigan Honor Award, 2008 AIA Gulf States Honor
2008 AIA New Orleans Honor Award, 2008 AIA Louisiana Honor Award

Name: Amy Rakich

Courses Taught:

ARCH 1100 – Architectural Design I

ARCH 1200 – Architectural Design II

Educational Credentials:

Associate in Arts, Henry Ford Community College, 1996

B. Arch., University of Detroit Mercy, 2001

M. Arch., University of Detroit Mercy, 2002

Teaching Experience:

Adjunct Instructor, University of Detroit Mercy, 2008-2013

Full-time Instructor, University of Detroit Mercy, 2013-2014

Professional Experience:

Intern, Aggro Bravura, Plymouth, MI, 2000

Intern, Harley Ellis, Southfield, MI, 2001

Site Engineer, Shimuzu America Corporation, Atlanta, GA, 2003-2004

Intern, Prince Architecture Group, Howell, MI, 2004-2006

Designer, Gunnlevine Architects, Detroit, MI, 2007-2009

Associate Draftsman, Faudie Architecture, Troy, MI, 2010-2013

Project Manager, Shimuzu America Corporation, Atlanta, GA, 2011

Designer, Karen Swanson aia, Birmingham, MI, 2012-2013

Designer, Glenda Meads Architects, Birmingham, MI, 2013-present

Licenses/Registration:

N/A

Selected Publications and Recent Research:

N/A

Professional Memberships:

N/A

Name: Noah Resnick, RA

Courses Taught (two academic years prior to current visit):

ARCH 2100/4100 Architectural Design V
ARCH 5200 Master of Architecture Thesis Studio, 5cr (2012 and 2013)
ARCH 5210 Thesis Studio Technical Integration Supplement, 3cr (2012 and 2013)
ARCH 5920 Theory of Urban Form, 3cr (2012 and 2013)
ARCH 5980 Dichotomy Student Journal, 1cr
ARCH 5100 Master of Architecture Thesis Studio, 5cr (2011 and 2012)
ARCH 5110 Thesis Studio Technical Integration Supplement, 3cr (2011 and 2012)
ARCH 3220/5220 Dichotomy Student Journal, 3cr (2011 and 2012)
ARCH 2990 American Culture and Architecture, 3cr
ARCH 2200/2300 Architectural Design Studio (in Volterra, Italy), 5cr
ARCH 3270 Architectural Analysis (in Volterra, Italy), 3cr

Educational Credentials:

B. Arch., Illinois Institute of Technology, 2000
SMarchS Massachusetts Institute of Technology, 2004

Teaching Experience:

Adjunct Instructor, University of Detroit Mercy, 2006-2009
Assistant Professor, University of Detroit Mercy, 2009-present
Director, Master of Architecture Program, 2011 - present

Professional Experience:

Intern, Fullerton, Diaz and Revuelta Architects, Miami, FL, 1995
Intern, Dirk Denison Architects, Chicago, IL, 1997 – 2001
Designer, Studio Daniel Libeskind, Berlin, Germany, 2001
Intern, Hubert Murray Architect + Planner, Cambridge, MA, 2002 – 2004
Intern, Murphy, Burnham and Buttrick, New York, NY, 2004 – 2006
Architect, Lukenbach | Ziegelman Architects, Bloomfield Hills, MI, 2006 – 2009
Principal, uRbanDetail, llc, Detroit, MI, 2009 - present

Licenses/Registration:

New York
Michigan

Selected Publications and Recent Research:

“A Bustle in the Hedgerow: Urban Living in the Prairie Landscape”
Published in the book Thanks for the View Mr. Mies, Danielle Aubert, Lana Cavar, Natasha Chandani, editors. Metropolis Books, New York. 2012

“Choose Your Own Urbanism”

Published in the journal Manu (Magazine on Urbanism) #15: Post-Ideological Urbanism, Rotterdam, March 2012.
(written with Melissa Dittmer and James Witherspoon)

“Roosevelt Park Master Plan”

Published in the book The Power of Pro Bono: 40 Stories about Design for the Public Good by Architects and Their Clients. John Cary, Editor, Metropolis Books, New York. 2011.

Name: Thomas Roberts, AIA

Courses Taught (two academic years prior to current visit (2011-12 and 2012-13):
ARCH 1300 – Architectural Design III
ARCH 1400 – Architectural Design IV

Educational Credentials:

B. Arch., University of Detroit Mercy, 1994

Teaching Experience:

Adjunct Instructor, University of Detroit Mercy, 1999-present

Professional Experience:

Schervish Vogel Merz PC, Detroit, MI, 1988-1994

Hoskins Scott & Partners, Boston, MA, 1994-1996

Luckenbach|Ziegelman & Partners, Birmingham, MI, 1996-1997

Kessler|Francis|Cardoza Architects, Detroit, MI, 1997-2003

McIntosh Poris Associates, Birmingham, MI, 2003-2005

Smith Group Inc., Detroit, MI, 2005-2006

Gunn Levine Architects, Detroit, MI, 2006-2009

Owner, Thomas Roberts Architect, LLC, Wyandotte, MI, 2009-Present

Licenses/Registration:

Michigan

Selected Publications and Recent Research:

NA

Professional Memberships:

The American Institute of Architects

National Trust for Historic Preservation

Michigan Historic Preservation Network

Name: Virginia Stanard

Courses Taught:

ARCH 2100/2200/2300 - Design Studio

ARCH 4920 - Documenting Design

ARCH 5290 - Real Estate Development Practicum

ARCH 5990 - Engaging the Design Process from a Research + Implementation Perspective

MCD 5060 - Introduction to Physical Development

MCD 5550 - The Process of City-Making Through the Lens of Preservation

Educational Credentials:

B.S. Arch., University of Virginia, 1999

M.Arch., University of Michigan, 2005

M.U.D., University of Michigan, 2005

Teaching Experience:

Graduate Student Instructor, University of Michigan, 2005

Adjunct Instructor, University of Detroit Mercy, 2009-present

Co-Director, Master of Community Development, University of Detroit Mercy, 2013

Professional Experience:

Intern, William McDonough + Partners, Charlottesville, VA, 1997

Intern, Mark Comeau Architect and Associates, Mystic, CT, 1999

Intern, Ayers Saint Gross Architects and Planners, Washington, DC, 2001-2002

Intern, Graham-Meus Architects, Inc., Boston, MA, 2003, 1999-2001

Urban Designer, Detroit Collaborative Design Center (DCDC), Detroit, MI, 2006-2011

Director of Urban Design, Detroit Collaborative Design Center, Detroit, MI, 2011-present

Selected Publications and Recent Research:

Center for Architecture, Philadelphia, PA. October 2012

The Bloody Run Creek Greenway Redevelopment Project, a DCDC project directed by Stanard, was included in the "Infill Philadelphia: Soak It Up!" exhibition on green stormwater infrastructure and urban revitalization.

Stanard, Virginia and John Quaine, *Ideas for Livernois*, University of Detroit Mercy, 2012

Stanard, Virginia and Monica Chadha, "Catalytic Converter," American Architectural Foundation, 2013

Name: Dean Storm

Courses Taught:

ARCH 2520 – Architectural History and Theory III
ARCH 1100 – Architectural Design I
ARCH 1200 – Architectural Design II
DMS 3910 – Digital Media Design Studio III
DMS 4910 – Digital Media Design Studio IV

Educational Credentials:

M. Arch., University of Detroit Mercy, 2011

Teaching Experience:

Teaching Assistant, University of Detroit Mercy, 2009-2011
Adjunct Instructor, University of Detroit Mercy, 2011-2013

Professional Experience:

Intern, Spirit of Space, Chicago, IL, 2009
Director, Spirit of Space, Chicago, IL, 2010-2012
Partner, Spirit of Space, Detroit, MI, 2012-Current

Licenses/Registration:

None

Selected Publications and Recent Research:

Phase 2 Gallery. London, UK. July 13, 2011-September 30, 2011.

Transmutations: Video is More film, stills, and text featured in *Stories of Change* international competition exhibit hosted by Arup and The Bartlett School of Architecture.

Detroit Stories. Dir. Spirit of Space. Detroit, MI. January 2012-October 2012. Film.
Over 250 films were created for the Detroit Works Project. This series is an oral history of the City that was influential in the design process of the Long Term Planning team.

MoMA. New York, NY. February 11, 2012-August 13, 2012.
A series of architectural research films was produced with Spirit of Space for Studio Gang Architects and included in the exhibit *Foreclosed: Rehousing the American Dream*.

Storm, Dean. "Transmutations: Video is More." *Dichotomy Volume 18* edited by Young, Kaitlynn. Detroit: University of Detroit Mercy School of Architecture, 2012. Pg. 36-55.

The Art Institute of Chicago. Chicago, IL. September 12, 2012-February 24, 2013.
Two architectural films on the work of Studio Gang Architects were produced with Spirit of Space for the exhibit *Building: Inside Studio Gang Architects*.

32BNY. Dir. Spirit of Space. New York, NY. January 2013-Ongoing. Film.
Spirit of Space is producing the online relaunch of this architectural journal with a monthly series of short polemical architectural films featuring critical ideas.

First Container. Dir. Spirit of Space. Detroit, MI. April 2013. Film
A film was created to help fund the first story box container for Detroit Collision Works, a boutique hotel to be built out of shipping containers in Detroit's Eastern Market.

Professional Memberships:

None

Name: Gilbert Sunghera, SJ, Assoc. AIA, ACLS

Courses Taught (two academic years prior to current visit (2011-12 and 2012-13):

ARCH 3900 – Religion in[forming] the Public Square

ARCH 2200 – Vertical Studio – Sacred Space

Educational Credentials:

BA, University of California, Irvine, 1983

M. Arch., University of Wisconsin, Milwaukee, 1987

M. Div., Jesuit School of Theology, Berkeley, 2002

STM., Yale University, 2005

Teaching Experience:

Adjunct Instructor, University of Detroit Mercy, 1997-1998

Assistant Professor, University of Detroit Mercy, 2007-present

Professional Experience:

Intermediate Designer, Los Angeles Community Design Center, CA, 1987–1989

Architectural Designer, The Tanzmann Associates, Los Angeles, CA, 1990-1991

Formation for priesthood 1991-2002

Design Fellow, Detroit Collaborative Design Center, 1997-1998

Senior Research Design Fellow, Detroit Collaborative Design Center, 2005-2007

Director, UDM Liturgical Space Consulting Service, 2007-present

Licenses/Registration:

In progress with California

Selected Publications and Recent Research:

"Implementation of Communion of Saints in the West", Seminar on Visual Arts and Liturgy for North American Academy of Liturgy Annual Meeting [Seminar Presentation].

Albuquerque, NM, January 2013.

"Liturgical Architecture and Participation." International Jungmann Society for Jesuits in Liturgy [Conference - Plenary]. Tampa, FL, June 2010.

"Constructing the Ineffable: Contemporary Sacred Architecture: Conference Review." *Constructs: Yale Architecture*, Spring 2008

"The 3 C's in Selecting an Architect: Cost, Competency and Compatibility & Case Study for Jesuit High School Sacramento." *EnVision Church: Georgetown Center for Liturgy (edited on-line journal)*, 2007.

"Involving the Community in Design." *CHURCH Magazine*, Winter 2006.

"The Shifting Location of Transcendence in Church Architecture How Rudolf Schwarz Can Once Again Influence the Modern Debate of Church Design." Thesis, Yale, 2005.

Professional Memberships:

The American Institute of Architects, Associate Member

Association of Consultants for Liturgical Space

Name: Karen Swanson AIA

Courses Taught (two academic years prior to current visit (2011-12 and 2012-13):
ARCH 5100 – Masters' Thesis Studio

Educational Credentials:

BFA, University of Michigan, 1981
M. Arch., University of Illinois @ Chicago, 1988

Teaching Experience:

Adjunct Instructor, University of Detroit Mercy, 1992-1994
Adjunct Instructor, University of Detroit Mercy, 2007-2012
College Professor, Lawrence Technological University, 2012-present

Professional Experience:

Loebl, Schlossman, and Hackl Architects, Chicago, 1985-1987
Environ Architects, Chicago, 1987 – 1988
Tigerman McCurry Architects, Chicago, 1988 – 1989
Luckenbach Ziegelman Architects, Birmingham, MI 1989 – 1992
Swanson/Swanson Architects, Bloomfield Hills, MI 1993 - 1998
Swanson Meads Architects, Birmingham, MI, 1998 – 2010
Rossetti Architects, Southfield, MI, Summer Contract 2012
Karen Swanson Architecture Planning and Design 2010 - present

Licenses/Registration:

Michigan

Selected Publications and Recent Research:

Detroit Artists Market Dollhouse Benefit Auction, 1996
Contract Magazine, Neoglyphics, 1999
Furniture Resource Chair Affair Benefit, 2001
AIA Detroit Guide to Detroit Architecture, 2003 Special Project Recognition
HOUR Detroit, Piku Residence, 2002
AIA Detroit Design Retreat Presenter, Piku Residence, 2003
Cranbrook (Article), Crains Detroit Business, 2004
American Lung Association, Playhouse, 2006
GM Tech Center (Article), Eero Saarinen Exhibition, 2007
Karmanos Charity Show house, Birmingham, 2008
Fenton Cultural Center Auditorium, 2006-20
DIFFA: Dining by Design Installation participant, 2011, 2012
Michigan Modern Contributor

Professional Memberships:

The American Institute of Architects

Name: Amy Nicole Swift, LEED ®AP BD+C

Courses Taught (two academic years prior to current visit (2011-12 and 2012-13):
ARCH 2100 – Architectural Design 5

Educational Credentials:

BS Interior Architecture, Lawrence Technological University, 2006
MS Historic Preservation, Columbia University, 2011

Teaching Experience:

Teaching Assistant, Columbia University, 2010-2011
Adjunct Professor, University of Detroit Mercy, 2012
Adjunct Professor, Lawrence Technological University, 2013-present

Professional Experience:

Intern, Anthony Robert Herk Jr. & Associates 2005-2006
Intern, Integrated Design Solutions 2006
Designer II & Sustainability Leader, Perkins+Will 2006-2010
Digital Archivist, Temple Hoyne Buell Center for the Study of American Architecture 2010-2011
Contract Designer, DMET design 2012-2013
Staff Writer, We Are Mode Shift 2012-present
Principal, Building Hugger L3C 2012-present

Licenses/Registration:

EPA Certified Lead Renovator

Selected Publications and Recent Research:

Swift, Amy. "Inherited Toxicity: An Expanded Concept of Sustainability for Preservation,"
Docomomo International Journal, vol. 44. August 30, 2011.

Swift, Amy. "The Future of History: Translating Virtual Design into Virtual Artifact," *CLOG : DATASPACE*, May 2012.

Klochowicz, Anna, and Amy Swift (ed). "The House With A View On A Mine Shaft." *Dichotomy Volume 19* edited by Jennifer Richards and Michael Sklenka. Detroit: University of Detroit Mercy of Architecture, 2013. Pg. 168-182.

Detroit Artists Market, *EDGE Exhibition*, Detroit, MI. July 2013
"Time Spector" and "Static Movement Studies," film photography

Professional Memberships:

Society of Architectural Historians
Construction History Society of America
Association for Preservation Technology
Project for Public Spaces

Name: Stephen Vogel, FAIA

Courses Taught

ARCH 1300 – Architectural Design III
ARCH 1400 – Architectural Design IV
ARCH 2990 – American Culture and Architecture
ARCH 3720/5720 – Seminar in Historic Preservation
ARCH 3980/5980 – Making Detroit: History and Mystery

Educational Credentials:

B. Arch., University of Detroit, 1970
M. Arch., University of Detroit, 1975

Teaching Experience:

Adjunct Instructor, University of Detroit, 1974-76, 1981-87
Assistant Professor, University of Detroit, 1976-81
Dean and Professor, University of Detroit Mercy, 1993-2011
Professor, University of Detroit Mercy, 2011-present

Professional Experience:

Intern, John Loss and Associates, 1968-73
Stephen Vogel, Architect, 1973-78
Schervish, Vogel, Merz, PC, Architects, Landscape Architects, Urban Designers, 1978-94
The Albert Kahn Schervish Vogel Collaborative, 1994
Schervish Vogel Consulting Architects, PLC, 1995-present

Licenses/Registration:

Michigan, Florida (inactive), Ohio (inactive), Indiana (inactive)

Selected Publications, Recent Research and Lectures:

Vogel, Stephen, et. al., *The Bloody Run Creek Greenway Redevelopment Project*, 2011
“*Architectural Education in a Shrinking City*”, keynote lecture, IBA-Cities symposium, June 2010, Birnbau, Germany
Vogel, Stephen, “*Detroit [re] Turns to Nature*”, chapter in Handbook of Regenerative Landscape Design, Robert L. France, Editor, CRC Press, New York, 2007
“*The Regeneration of a Shrinking City: One Acre and Independence Revisited*”, Keynote Speaker, national Groves Conference on Family and Marriage, Detroit, MI, June, 2007
“*The Detroit Collaborative Design Center*”, ACSA National Conference, Theme Speaker, Philadelphia, March 2007

Professional Memberships:

The American Institute of Architects
American Institute of Architects, 1979-present
2010, AIA Alaska Honor Awards Jury Chair
2006, AIA Florida Honor Awards Jury Chair
2004, AIA Michigan Gold Medal
2001, AIA National Honor Awards, Regional and Urban Design, Juror
1996, AIA Detroit Gold Medal
1994, AIA National College of Fellows
1993, President, AIA Michigan
1989, President, AIA Detroit

Name: Will Wittig, AIA, LEED ®AP

Courses Taught (two academic years prior to current visit (2011-12 and 2012-13):

ARCH 1190 – Introduction to Architecture I

ARCH 1290 – Introduction to Architecture II

Educational Credentials:

B. Arch., University of Kansas, 1989

M. Arch., Cranbrook Academy of Art, 1996

Teaching Experience:

Visiting Asst. Prof., University of Michigan, 1997-1999

Adjunct Instructor, University of Detroit Mercy, 2000-2001

Assistant Professor, University of Detroit Mercy, 2001-2006

Associate Professor, University of Detroit Mercy, 2006-2011

Professor, University of Detroit Mercy, 2011-present

Professional Experience:

Intern, Lund + Balderson, Overland Park, KS, 1985

Intern, John Victor Frega & Associates, Chicago, IL, 1998

Intern, Peter Marino + Associates, New York, NY, 1989-1992

Architect, Peix and Crawford Architecture, New York, NY, 1992-1994

Partner, Crossings Architecture, Inc., Detroit, MI, 1995-2003

Licenses/Registration:

New York

Selected Publications and Recent Research:

Ponce de Leon, Monica, ed. *Fellowships in Architecture*. Pt. Reyes Station, CA; ORO Editions, 2009. (Text provided by Wittig.)

Detroit Artists Market, Detroit, MI. January-February 2010 and 2011

Bath vanity cabinet featured in a group show of designs for bathroom fixtures. Full-scale

thermal bottle wall installation featured in a group show of designs dealing with light.

Wittig, Will. "Filling the Void: Detroit Open Source." *The Plan: Urban Development*, No. 047, December 2010/January 2011. Page 122-127

Wittig, Will. "An 8 Step Recovery Program for Shrinkage." *REbuilding*. Goodwin, Bruce and Judith Kinnard, ed. Washington, D.C.: Association of Collegiate Schools of Architecture. March 2010. (Paper also presented at A.C.S.A. 2010 Annual Meeting.)

Wittig, Will & Erik Howard. "TAP: The Alley Project." *Dichotomy Volume 18* edited by Young, Kaitlynn. Detroit: University of Detroit Mercy of Architecture, 2012. Pg. 90-109.

La Biennale di Venezia, Biennale Architettura 2012 – Aug. – Nov. 2012

TAP Gallery, which was a design build student project led by Wittig was included in the "13178 Moran Street" portion of the international architecture exhibition.

Professional Memberships:

The American Institute of Architects

4.4 Visiting Team Report from the previous visit and Focused Evaluation Team Reports from any subsequent Focused Evaluations

Please see the following pages for:

- VTR / Decision Letter from our 2011 Focus Visit, dated November 4th, 2011
- Special Program Focus Evaluation, June 2011
- VTR / Decision Letter from our last regular visit in 2008, dated July 22nd, 2008.

National Architectural Accrediting Board, Inc.

November 4, 2011

Antoine M. Garibaldi, Ph.D.
President
Office of the President
University of Detroit-Mercy
4001 W. McNichols Road
Detroit, MI 48221-3038



Dear President Garibaldi:

After reviewing the *Focused Evaluation Program Report* submitted by the University of Detroit-Mercy School of Architecture as part of the focused evaluation of its Master of Architecture program, in conjunction with the *Focused Evaluation Team Report*, the National Architectural Accrediting Board (NAAB) has found that the changes made or planned by the program to remove the identified deficiencies are satisfactory.

1735 New York Avenue, NW

Washington, DC 20006

www.naab.org

tel 202.783.2007

fax 202.783.2822

email info@naab.org

However, the program is not released from reporting on these deficiencies as part of its annual reporting to the NAAB through the Annual Report Submission (ARS) system. Further, the program should continue to provide a response to all other deficiencies listed in the most recent *Visiting Team Report* and report on any modifications made in the program that may change its adherence to the conditions for accreditation.

The next comprehensive visit University of Detroit-Mercy Master of Architecture program is scheduled for 2014 and will be subject to the *2009 Conditions for Accreditation* and the most current *Procedures*.

If you have any questions regarding this matter, please contact the NAAB office.

Sincerely,

A handwritten signature in black ink, appearing to read 'Kin DuBois', written in a cursive style.

Cornelius "Kin" DuBois, FAIA
President

cc: Will Wittig, Dean ✓
Keelan P. Kaiser, AIA, Lead Reviewer
Peter Steffian, FAIA, Secondary Reviewer

enc.

**University of Detroit Mercy
School of Architecture**

Focus Evaluation Team Report

**Master of Architecture
(139 undergraduate credit hours plus 34 graduate credit hours)**

The National Architectural Accrediting Board
October 2011

The National Architectural Accrediting Board (NAAB), established in 1940, is the sole agency authorized to accredit U.S. professional degree programs in architecture. Because most state registration boards in the United States require any applicant for licensure to have graduated from an NAAB-accredited program, obtaining such a degree is an essential aspect of preparing for the professional practice of architecture.

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I. Summary of Team Findings

1. Team Comments

The focused evaluation team met on Tuesday, September 13, by telephone conference call, to discuss the program report. The team found most of the areas of concern addressed successfully by the program and noted only a few issues that remain outstanding or in need of periodic updates through annual reporting. The team decided a site visit was not necessary as the program provided a very thorough response to the FE criteria through their report.

The program is to be commended for making significant progress in each of the areas of concern. It is apparent that many of the resources issues that the program faced at the time of its last NAAB visit have been resolved, largely by fundraising and grant support. The program has made significant progress in hiring decisions toward greater diversification of its faculty and staff and plans are in place to further diversify the student body. Though human resource development funding is still somewhat strained, progress has been made since the last visit, and a priority and planning for continued development is clearly articulated by the program.

II. Compliance with the Conditions for Accreditation

Program Response to the NAAB Focused Criteria

Schools must respond to the interests of the collateral organizations that make up the NAAB as set forth by this edition of the NAAB Conditions for Accreditation. Each school is expected to address these interests consistent with its scholastic identity and mission.

4. Social Equity

The accredited degree program must provide faculty, students, and staff—irrespective of race, ethnicity, creed, national origin, gender, age, physical ability, or sexual orientation—with an educational environment in which each person is equitably able to learn, teach, and work. The school must have a clear policy on diversity that is communicated to current and prospective faculty, students, and staff and that is reflected in the distribution of the program's human, physical, and financial resources. Faculty, staff, and students must also have equitable opportunities to participate in program governance.

Met Not Met
[X] []

FE Team Assessment: The program is to be commended for actions taken to diversify its faculty. The recent hiring of four new faculty members, two of whom are women, one East Indian, and one African American is noteworthy. Compared with peer programs in the region, UDM appears to be comparable and outperforming its peers. The addition of summer design camps and bridge programs for transfers and other population groups that would continue to diversify the student body, while maintaining its mission and strategic planning goals, are positive developments. No further reporting on this area is needed at this time.

6. Human Resources

The accredited degree program must demonstrate that it provides adequate human resources for a professional degree program in architecture, including a sufficient faculty complement, an administrative head with enough time for effective administration, and adequate administrative, technical, and faculty support staff. Student enrollment in and scheduling of design studios must ensure adequate time for an effective tutorial exchange between the teacher and the student. The total teaching load should allow faculty members adequate time to pursue research, scholarship, and practice to enhance their professional development.

Met Not Met
[X] []

FE Team Assessment: The program has made measurable progress in this area. Adjunct salaries have increased substantially, though they now reach a minimum threshold and should be revisited as soon as feasible. The university-wide faculty salary equity study has resulted in increased salaries for existing faculty. While the increases are competitive with another local program, there is room for continued improvement over time. The team remains concerned about the filling of the shop supervisor position. The distribution of some of the administrative responsibilities to new directors of the graduate program and the undergraduate program met the need adequately. These positions are faculty positions with additional administrative stipends.

The dedication of a full time IT staff person to the program is a positive change. The Annual Report should be used to update the progress of the shop supervisor position.

7. Human Resource Development

Schools must have a clear policy outlining both individual and collective opportunities for faculty and student growth inside and outside the program.

Met	Not Met
[X]	[]

FE Team Assessment: The program has made good progress in improving academic travel funding for faculty and additional sources of funding. The support of student organizations remains strained and the program should continue to report on this area in the Annual Reports.

8. Physical Resources

The accredited degree program must provide the physical resources appropriate for a professional degree program in architecture, including design studio space for the exclusive use of each student in a studio class; lecture and seminar space to accommodate both didactic and interactive learning; office space for the exclusive use of each full-time faculty member; and related instructional support space. The facilities must also be in compliance with the Americans with Disabilities Act (ADA) and applicable building codes.

Met	Not Met
[X]	[]

FE Team Assessment:: The program has made improvements in many areas of its facilities. There is a plan in place to improve student work areas in the 2011 capital campaign. The program should continue to report on this area in the Annual Reports.

10. Financial Resources

An accredited degree program must have access to sufficient institutional support and financial resources to meet its needs and be comparable in scope to those available to meet the needs of other professional programs within the institution.

Met	Not Met
[X]	[]

FE Team Assessment: The program has realized some substantial funding support over the past few years. The program is to be commended as it seems that most of this increase has been a function of direct fundraising. A substantial multi-year grant from the Kresge Foundation to help sustain the Detroit Collaborative Design Center is particularly impressive. An important component of the program, the Design Center funding promise from the Kresge Foundation through 2017 is a great opportunity for the program. Though improvements have been made in this and other areas related to resources, the program should continue to report on this area in the Annual Reports.

III. Appendices

Appendix A: The Focus Evaluation Team

Lead Reviewer, Representing the Academy
Keelan P. Kaiser, AIA, Chair
Judson University
207 Harm A. Weber Academic Center
1151 North State Street
Elgin, IL 60123
(847) 628-1011
(847) 628-1008 fax
kkaiser@judsonu.edu

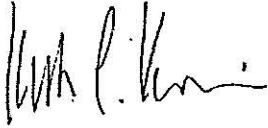
Secondary Reviewer, Representing the Profession
Peter Steffian, FAIA
Chairman
Steffian Bradley Architects
100 Summer Street, 9th Floor
Boston, MA 02110-2106
(617) 305-7100
(617) 305-7199 fax
peters@steffian.com

Appendix B: The Visit Agenda

The FE team determined that a site visit was not necessary. The team contacted the UDM dean for a single clarification related to the compensation approach for the new director positions, as it was not clear from the program report.

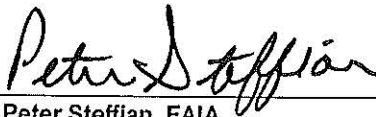
IV. Report Signatures

Respectfully submitted,



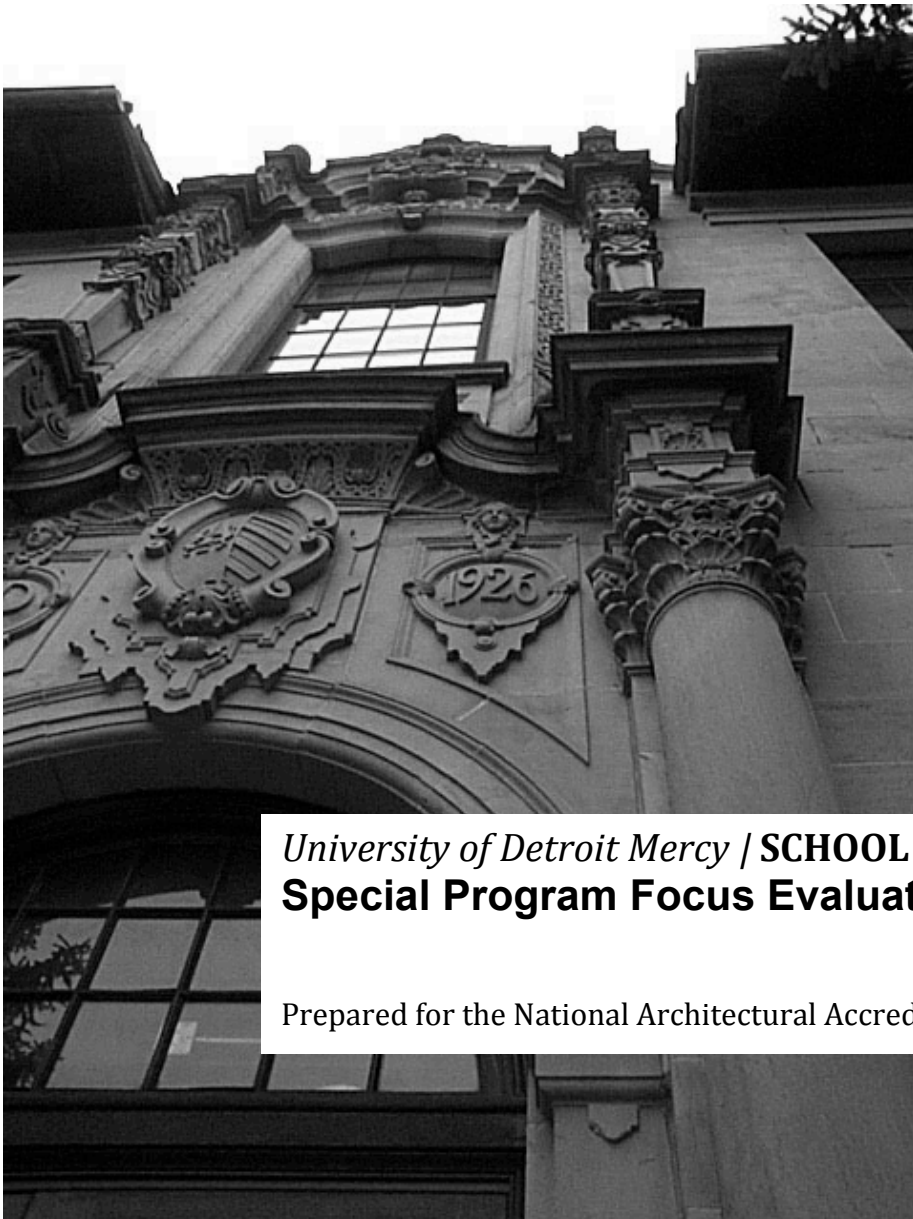
Keelan P. Kaiser, AIA
Lead Reviewer

Representing the Academy



Peter Steffian, FAIA
Secondary Reviewer

Representing the Profession



University of Detroit Mercy | **SCHOOL OF ARCHITECTURE**
Special Program Focus Evaluation

Prepared for the National Architectural Accrediting Board, June 2011

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Introduction

The *Special Program Focused Evaluation Report* which follows addresses unmet conditions and causes of concern delineated in the 2008 Visiting Team Report for the University of Detroit Mercy School of Architecture. The process to address these issues is ongoing within the University and the School. However, progress has been made for each condition and concern including progress with human resources, human resource development and physical facilities.

Response to Not Met Conditions

Three conditions were cited as not met: Condition 6: Human Resources; Condition 7: Human Resource Development; and Condition 10: Financial Resources.

Condition 6: Human Resources

VTR 2008 Comments:

“The 2002 Visiting Team Report found that both the Human Resources and Human Resource Development conditions were not adequately addressed by the School. In fact these Conditions have been an outstanding issue prior to the 2002 accreditation visit. This team (2008) had expected to find these two Conditions addressed, at least to some degree, during this visit. However, the 2008 team finds conditions similar to what was found by the last team—faculty salaries are lower than university averages and regional peer institutions and the resources available for faculty development and professional growth are limited.

The visiting team views this problem as a concern not just for the NAAB accreditation but also for the spirit and life of the School of Architecture. With this concern in mind, some immediate actions need to be forthcoming. Faculty salaries need to achieve parity with university averages and with the architecture faculty salaries of other regional institutions if the school is to remain competitive and achieve its potential. In addition, more resources are required for professional growth of the faculty.

These same concerns are expressed for the compensation of adjunct faculty. While adjunct faculty salaries are tied to the number of credit hours taught, the team notes that the number of student contact hours required per credit hour is considerably more in architecture studios than in other disciplines on campus. Considering the significant role adjunct faculties play in the advancement of the school, this is a very important issue. The team considers this issue comparable to the salary challenges faced by the full time tenure and tenure-leading faculty.

Technical support staff for the woodshop and computer labs is also a concern.

The number of personnel is inadequate given the emphasis the school has placed on computing and hands-on experiences. This situation is likely to worsen as the school contemplates a mandatory student computer purchase program, advances the desire for more design-build studios, or responds to the request for an increase in student enrollment.

Finally, the office support staff is stretched thin by the growth in the number of programs offered within the school.”

The School has addressed these issues on a number of levels:

9. Adjunct compensation for studio courses has been increased as follows:
 - a. First and second year (foundation) studios, 4 cr. hr.: increased pay from \$4000 to \$5500.
 - b. Third and fourth year studios, 5 cr. hr.: increased pay from \$5000 to \$6500.
 - c. Thesis studios, 8 cr. hr., increased pay from \$8000 to \$9500.

Although these pay levels are still below the pay at our neighboring competing institutions, the University of Michigan and Lawrence Technological University, they move us much closer to their rates. Adjunct pay for lecture courses continues to be paid \$3000 for a 3 cr. hr. course, a rate that is competitive and among the highest in the university.

10. Three new full time assistant professors have been hired within the past year. They were hired with new, higher rates of pay that has started us down the path of more competitive pay rates but also causing salary compression.
11. Average faculty salaries have also been increased by cost of living raises and as a result of a university-wide equity study. The equity adjustments equaled an average of \$1,471 per full time faculty or \$2,207 per faculty for those who received equity increases. Including the three new faculty the pay rates for full time faculty in AY2010-11 were as follows:
 - a. Assistant Professor: low, \$49,173; high, \$69,312; average, \$57,240. The \$49,173 salary is for a Jesuit architect and for a faculty who was moved to architecture from Liberal Arts and Education. Without these unusual circumstances we have become much more competitive in our hiring of new junior faculty.
 - i. The combined effect of the collective bargaining contract raises and the equity increase has increased average Assistant Professor pay about 10% in three years from an average of \$52,590 in 2008.

- b. Associate Professor: low, \$65,244; high, \$71,222; average, \$69,576. These figures are somewhat low against national averages and, because of the new hires at the assistant professor level, are part of salary compression.
 - i. The combined effect of the collective bargaining contract raises and the equity increase has increased average Associate Professor pay about 12% in three years from an average of \$61,939 in 2008.
 - c. Professor: low, \$77,808; high, \$103,177; average, \$88,798.
 - i. The combined effect of the collective bargaining contract raises and the equity increase has increased average Professor pay about 12% in three years from an average of \$79,338 in 2008.
12. Although the increases above were all positive, especially given the economy, there is still the issue of salary compression that the equity adjustment did not resolve. They do, however, make us very competitive against our nearest competition, Lawrence Technological University.
13. The three new positions in architecture raised the number of full time faculty to 13, the highest in the School's history.
14. The University is supportive of our plan to add a 9-month position for a wood shop supervisor but as yet has not funded this position. We will continue to have limited hours and use work-study students to run the shop under the tutelage of a full time faculty.
15. In regards to staff/administration, although the office support staff is still stretched thin, we now have appointed a full time faculty member as the Director of the Graduate Program in Architecture and another faculty as the Director of the Undergraduate Program in Architecture, which relieves the workload of the dean.
16. There is now a full time IT staff assigned to the School of Architecture.

Condition 7: Human Resource Development

VTR 2008 Comments:

"See Comments for Condition #6"

The School has addressed these issues as follows:

3. The travel budget has been restored to the architecture operating account. In AY2010-11 and amounts to \$11,396 and an additional \$5,227 was allocated equally among the full time faculty by the collective bargaining agreement. Amounts required above these numbers are covered through unrestricted fund raised money. This year no faculty was denied a travel request. The Faculty Council also passed a set of criteria for allocating the money that, in general, means that tenure-track faculty has priority in use of travel money. Although the amount of money in the operating account is still low, it is acceptable.
4. We have not had an opportunity to have a budget line to support student organizations. However, over \$2500 of unrestricted fund raised money was used to send students to both AIAS Forum as well as the national meeting of NOMAS and assist in other aspects of the organization.

Condition 10: Financial Resources

VTR 2008 Comments:

“The financial resources do not appear to have substantially improved since the 2002 accreditation visit. The school’s multiple challenges with support services, physical facilities, faculty development, and faculty salaries can all be attributed to a shortfall in resources. In addition, the Detroit Collaborative Design Center requires a stable source of funds if it is to achieve the school’s aspirations for this innovative program”.

The School has addressed these issues as follows:

6. As can be seen above, money has been added to the operating budget for new faculty, adjunct pay raises, full time faculty pay raises and travel. See attached comparison between FY2007 and FY 2011 budget summary. Overall the Architecture Program operating budget from 2007 to 2011 has increased by 31%. Unrestricted fund raised money is used to fill any gaps in the operating budget and to-date have been adequate.
7. In addition to these increases, the preliminary operating budget for 2011-12 included a 3% increase in all non-personnel lines.
8. Regarding physical resources, one renovation project has been completed and another is currently under construction. See more detailed comments below under Physical Resources.
9. Since the last visit, the Kresge Foundation has funded the Detroit Collaborative Design Center for 3 years at \$83,333/year. This has helped eliminate a budget short fall and puts the Center on more stable footing. For calendar years 2012-1017 the Kresge Foundation has verbally stated that they will fund the Center at the rate of \$150,000/year. It addition to Kresge

funding, grants have also been received from the Ford Foundation, Surdna Foundation, Erb Foundation, National Endowment of the Arts, Rose Fellowship and the Community Foundation.

10. The University is committed to seeing the Design Center survive and flourish. It provides the Center with space, utilities and administrative support services.

Response to Causes of Concern

5A. Physical Resources

VTR 2008 Comments:

“The Warren Loranger Architecture Building has not been fully renovated and as a consequence does not meet the needs of the School. Those parts of the building that have been renovated are well conceived and quite beautiful. The skill of the executed portions of the design makes the physical environment a learning laboratory for students in the architecture program. Nonetheless, such needs as the provision of private faculty offices and efficient studio spaces are still not fulfilled. The team notes that the new multi-purpose room is scheduled for this summer’s phase of building renovation. While the School has a master plan for the renovation of the building, the team expresses a concern that the remainder of the work required to complete the renovation does not appear to be forthcoming in a timely manner.

In addition to the general building, many of the studios lack adequate workstations for students to complete their assigned work. As a consequence students openly question why their relatively high tuition does not translate into better equipment and furniture comparable to peer institutions”.

The School has addressed these issues as follows:

7. The Peter Peirce Interactive Learning Center was completed during the summer following the team visit. This facility provides multi-purpose lecture/seminar/presentation space on the second floor of the building.
8. Construction of new faculty offices has been funded (\$360,000) by the University through fund raised money. The construction has been bid and construction will start in the third week of May as this report is being written and will be done prior to the start of the fall semester of AY 2011-12. This will resolve all faculty office concerns including room for some growth—a total of 16 faculty offices will now be available. (See Plan for New Faculty offices in the Appendices).
9. As part of the faculty office construction, a new studio will be created to replace the one currently in use in the location of the new offices.

10. Replacement of student workstations will be the primary goal of the next capital campaign, which is scheduled to begin in October 2011.
11. A small annual repair fund has been added to the operating budget (see FY2010-11 budget).
12. The completion of the renovation of the building (about 80% complete) is still a primary goal of the School and its fund-raising efforts.

5B. Site Planning and Design Projects

VTR 2008 Comments:

“The team finds that site planning issues were marginally investigated through studio course work. Additional emphasis on site development, parking layout, topographic manipulation, accessibility, etc. would introduce students to a broader view of comprehensive site planning and further enhance a curriculum that prides itself on an integrative approach to building design”.

The School has addressed these issues as follows:

3. A new one credit hour course has been added to the curriculum in the first semester 2nd year: ARCH 2190: Introduction to Architecture 3. The primary purpose of this course is to teach second year students the basics of site planning, grading and landscape analysis. (See the attached Syllabus for ARCH 2190).
4. Comprehensive site planning has been added in ARCH4100: Integrated Architecture.

5C. Social Equity

VTR 2008 Comments:

“Although the university has a stated policy addressing affirmative action, equal opportunity and fair treatment in its literature for students, faculty and staff, the School of Architecture’s number of minority tenure track faculty and enrolled students does not match the demographics of its context. Increasing minority participation in the School’s community will align faculty employment and student enrollment with the University mission statement of serving persons in need in an urban context. The team did not find any systematic assessment and evaluation processes for these initiatives that would help the School meet its goal.”

The School has addressed the issues as follows:

8. Converted one position held by a Jesuit architect to a tenure track position. This person is of East Indian descent.
9. Followed University procedures in hiring three new full time faculty, two of which were women and one of which was African American. However, the African American faculty (a woman) declined a tenure-track contract and signed instead a two year-agreement. We do not know if this position will continue to be funded.
10. University policy is in place that requires under-represented candidates in the final pool for interviews. This policy has been followed for all recent hires. This policy allows for the Academic Vice President to assess whether or not the policy is being followed before allowing hiring to occur.
11. In regards to diversifying our student body, the intent was to have a bridge program with Wayne County Community College. This program was in partnership with the University of Michigan and Lawrence Technological University and its purpose was to matriculate African American students from Detroit and near suburb high schools into accredited architecture programs in Michigan. Unfortunately, after several years of work, the WCCC pulled out of the program. Since that time, faculty at the School of Architecture has been visiting high schools in the region including Detroit to try to improve awareness of architecture, not only to the minority community but also to female students. The gradual decrease in women entering the program is not explained beyond the general decline related to the economy.
12. This summer (2011) we will host our first ever summer camp for potential architecture and architectural engineering students. We hope to build this program into a true bridge program for entry into architecture for those students who do not currently meet our qualifications.
13. The University of Detroit Mercy is by far the most diverse University in Michigan and, beginning July 1, our new President will be a person of color. His priority will be to attract more minorities into the professional schools including architecture.
14. The Architecture Strategic Plan is reviewed and assessed every year for its success or failure in meeting goals. Diversifying our faculty and student body is one of those goals.

5D. Detroit Collaborative Design Center

VTR 2008 Comments:

“The Detroit Collaborative Design Center provides several essential functions for the School of Architecture. The Center is aligned with the University’s mission of serving persons in need in an urban context and is viewed by many constituents as a very successful outreach program for the University of Detroit Mercy. Consequently, its operations have contributed to the identity of the School and its local, regional, and international reputation. The Detroit Collaborative Design Center offers work-study and co-op opportunities for students and is a creative outlet for faculty development. Its services are fully integrated into the School and until recently the Center provided the only digital plotting service for students. Because of its thorough integration into the School, the team is concerned about the Center’s ability to find the necessary level of support it requires. The Center’s demise would have a significant impact on the School, the University and their shared aspirations”.

The School has addressed this issue as follows:

5. Per the response to Condition 10 above, the Kresge Foundation has provided support for the Design Center at the amount of \$83,333 through calendar year 2011. They have verbally committed to increasing this amount to \$150,000 per year through 2017. This amount should assure the stability and continuation of the Design Center by filling the gap between contracts, grants and university support.

Changes in Program Since Last Visit

The addition of ARCH 2190: Introduction to Architecture 3, 1 credit hour and the emphasis on site planning in ARCH 4100: Integrated Design are the only curriculum changes since the last visit.

The cooperative education program has been moved to the School from central administration.

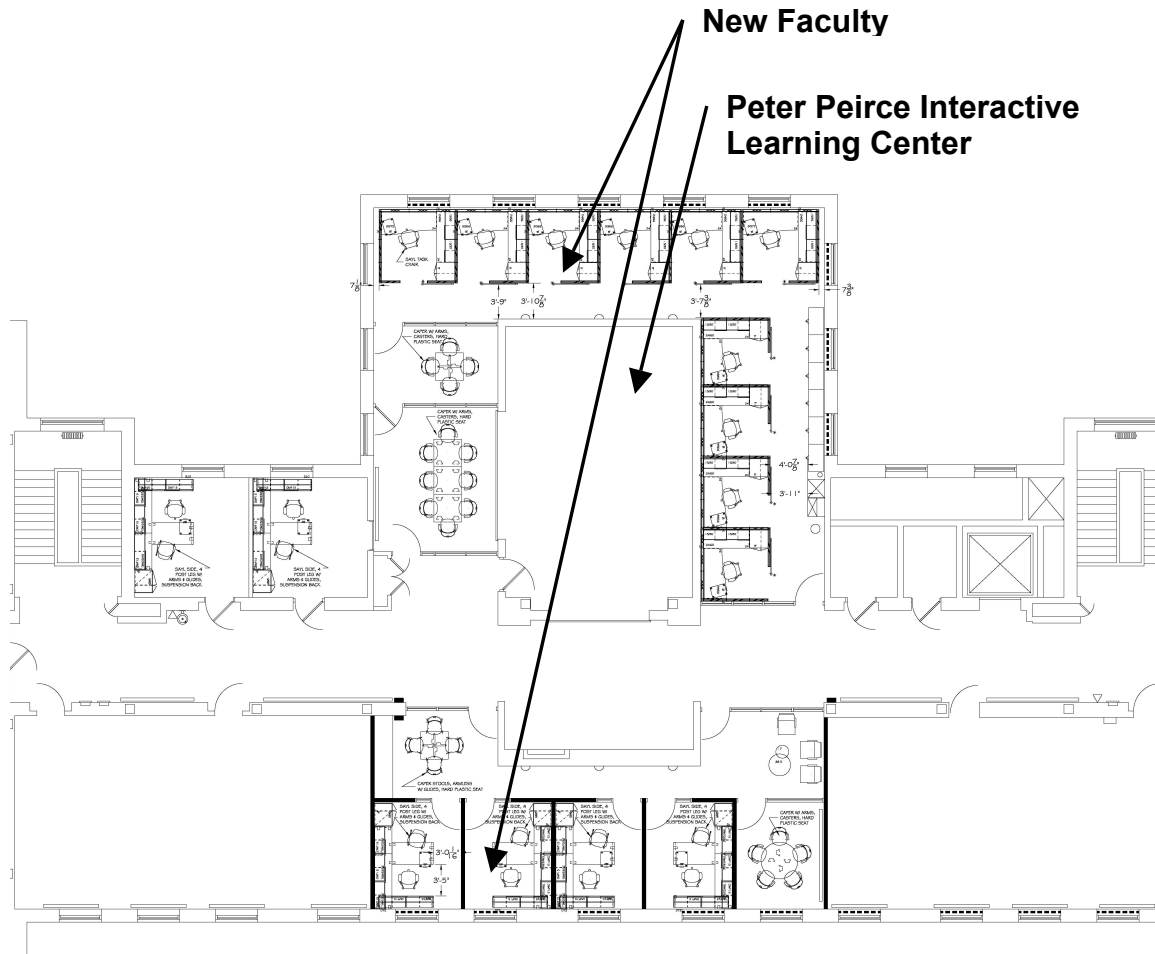
A major administrative change will take place on May 16, 2011 when, after 18 years of service, Dean Stephen Vogel, FAIA will step down as Dean to return to faculty and Professor Will Wittig, AIA will become Dean of Architecture.

Appendix 1: Comparison of 2007 and 2011 Budgets

OBJ NO.	LINE ITEM DESCRIPTIONS	FY2007	FY2011	Change
000	GRADUATE STIPENDS	\$0	\$0	\$0
010	ADMIN SALARIES	\$213,697	\$235,484	\$21,787
020	F/T FACULTY SALARIES	\$576,177	\$817,975	\$241,798
021	F/T FACULTY OVERLOAD	\$12,000	\$46,000	\$34,000
030	PART TIME FACULTY	\$171,000	\$156,000	(\$15,000)
043	TERM III INSTRUCTION	\$17,000	\$19,642	\$2,642
045	SUMMER 2 INSTRUCTION	\$0	\$0	\$0
050	FULL TIME STAFF	\$74,339	\$67,919	(\$6,420)
060	PART TIME STAFF	\$18,036	\$0	(\$18,036)
070	WORK STUDY STUDENTS	\$0	\$0	\$0
090	NON WORK STUDY STUDENTS	\$4,774	\$3,395	(\$1,379)
PERSONNEL SUB-TOTAL:		<u>\$1,087,023</u>	<u>\$1,346,415</u>	<u>\$259,392</u>
100	GENERAL SUPPLIES	\$4,796	\$6,790	\$1,994
102	LAB SUPPLIES	\$2,247	\$8,264	\$6,017
103	XEROX	\$0	\$0	\$0
104	PRINTING	\$0	\$0	\$0
110	DUES, MEMBERSHIPS	\$9,249	\$9,991	\$742
112	SUBSCRIPTIONS	\$0	\$0	\$0
130	POSTAGE	\$0	\$0	\$0
140	TELEPHONE	\$4,421	\$5,836	\$1,415
160	SMALL TOOLS & EQUIP	\$0	\$0	\$0
170	MAINTENANCE CONTRACTS	\$0	\$0	\$0
175	REPAIRS	\$0	\$3,000	\$3,000
SUPPLIES SUB-TOTAL:		<u>\$20,713</u>	<u>\$33,881</u>	<u>\$13,168</u>
200	CONFERENCE/SEMINAR FEES	\$0	\$727	\$727
210	OUT OF TOWN TRAVEL	\$0	\$8,487	\$8,487
220	LODGING & MEALS	\$0	\$2,182	\$2,182
230	RECEPTIONS	\$0	\$0	\$0
240	LOCAL TRAVEL	\$0	\$0	\$0
270	UDMPU TRAVEL	\$4,347	\$5,227	\$880
TRAVEL SUB-TOTAL:		<u>\$4,347</u>	<u>\$16,623</u>	<u>\$12,276</u>
300	ADVERTISING	\$0	\$0	\$0
306	MOVING EXPENSE	\$0	\$0	\$0
309	RENTALS AND LEASING (5)	\$6,293	\$9,800	\$3,507
330	PROFESSIONAL SERVICES	\$0	\$0	\$0
331	HONORARIUMS	\$0	\$4,850	\$4,850
	JESUIT CONTRACT SVC	\$0	\$49,173	\$49,173
	JESUIT BENEFITS	\$0	\$16,719	\$16,719

CONTRACT SERVICES SUB-TOTAL:	<u>\$6,293</u>	<u>\$80,542</u>	<u>\$74,249</u>
400 BOARD	\$0	\$0	\$0
401 ROOM	\$0	\$0	\$0
410 FRINGE BENEFITS	\$312,366	\$400,108	\$87,742
700 SCHOLARSHIPS	\$0	\$0	\$0
OTHER SUB-TOTAL	<u>\$312,366</u>	<u>\$400,108</u>	<u>\$87,742</u>
			\$0
821 BUILDING IMPROVEMENTS	\$0	\$0	\$0
831 OFFICE EQUIPMENT	\$0	\$0	\$0
832 LAB EQUIPMENT	\$0	\$0	\$0
PROPERTY SUB-TOTAL:	<u>\$0</u>	<u>\$0</u>	<u>\$0</u>
GRAND TOTAL:	<u>\$1,430,742</u>	<u>\$1,877,569</u>	<u>\$446,827</u>

Appendix 2: Plan of New Faculty Offices and Peter Peirce Interactive Learning Center



Appendix 3: Syllabus for ARCH2190: Introduction to Architecture 3

Introduction to Architecture 3
Course # ARCH 2190 Section 01
School of Architecture
University of Detroit Mercy

COURSE SYLLABUS

FALL TERM 2010

I. Logistics

Instructor: Charles Cross, ASLA
Office: Detroit Collaborative Design Center
Office Hours: By Appointment
Tel./email: 313-993-1037; crossca@udmercy.edu

Meeting Time: Monday, Wednesday. 1:00-1:50 pm
Location: Room 248 Briggs Hall

II. Course Description and Objectives

This lecture course will focus on the process of site planning and design in the urban, suburban and rural environment. We will explore urban systems (natural and man made), as they relate to site inventory, site analysis, programming and conceptual site planning.

The objective of this course is to gain an overall understanding of the site planning process. We will also explore the role of the architect and landscape architect as it relates to site planning and design.

III. Textbook/Readings

No textbook will be required for this course, however, *Site Planning*, by Kevin Lynch and Gary Hack, published on MIT Press is a good resource. Assigned readings will be in the form of handouts and will be provided. Reading assignments shall be completed prior to the class date they are assigned for.

IV. Course Requirements

The course will include lectures, readings, discussions, assignments and quizzes. There will be 3 assignments, 3 quizzes and a final exam; each assignment will be worth 10% of the final grade, each quiz will be 10% of the final grade. The final exam will be cumulative and will make up 40% of the final grade. No make ups will be allowed unless prior approval and arrangements have been made with the instructor. Students will be expected to participate in critical discussion.

V. Attendance and Lateness

Attendance is mandatory. Students are expected to attend all lectures on time. Attendance will be taken at 1p.m. Coming late to the lecture is not an option. Computers and cell phones will be turned off during the lecture.

VI. Policies

University and School policies dealing with Plagiarism, Sexual Harassment, and Academic Dishonesty and other policies will apply to this course. See the student handbook for detail on these policies.

VII. Lecture Schedule and Readings

	WEEK	DATE	TOPIC	READINGS
January	1	Wed. Jan.11	Introduction	
		Wed. Jan.13	Overview of Site Planning Process	Lynch Ch. 1 Handout .01
	2	Mon. Jan.18	No Class-Martin Luther King Holiday	
		Wed. Jan.20	Topography, Slope and Relief	Lynch Ch. 2 Receive Assignment 1
	3	Mon. Jan.25	Vegetation	Lynch Appndx. I, Handout .02
		Wed. Jan. 27	Soils	Lynch Appndx. A, Handout .03
February	4	Mon. Feb. 1	Wetlands	Handout .04
		Wed. Feb. 3	Climatic Aspects-Solar, Cold Air Floods, Winds	Appndx. D, E, Handout .05
	5	Mon Feb. 8	Quiz 1	
		Wed. Feb. 10	Methods of Site Inventory & Analysis	Lynch Appndx. C, G,
	6	Mon. Feb. 15	Site Evaluation and Selection	Handout .06
		Wed. Feb. 17	Social Issues Assignment 1 Due	Handout .07 Receive Assignment 2
	7	Mon. Feb. 22	Human Aspects of Site Planning	Lynch Ch. 3
		Wed Feb. 24	Cultural and Historic Context	Handout .08
March	8	Mon. March 1	Program	Lynch Ch. 4
		Wed. March 3	Quiz 2	
	9	Mon. March 8	Spring Break	
		Wed. March 10	Spring Break	
	10	Mon. March 15	Design	Lynch Ch. 5, Handout .09
		Wed. March.17	Materials Assignment 2 Due	Lynch Ch. 6 Receive Assignment 3
	11	Mon. March 22	Circulation Systems	Lynch Ch. 7, Appndx. J
		Wed. March 24	Site Grading, and Earthwork	Lynch Ch. 8, Appndx. K
	12	Mon. March 29	Site Grading and Earthwork	Handout .10
		Wed. March 31	Quiz 3	
April	13	Mon. April 5	Guest Lecture	
		Wed. April 7	Stormwater Management	Handout .12
	14	Mon. April 12	Urban Infrastructure	Handout .11
		Wed. April 14	Urban Infrastructure	Handout .13
	15	Mon. April 19	Housing	Lynch Ch. 9
		Wed. April 21	Site Usage Assignment 3 Due	Lynch Ch. 10
	16	Tues. April 27	Final Exam	

National Architectural Accrediting Board, Inc.

July 22, 2008

Reverend Gerard L. Stockhausen, S. J., Ph.D., President
Office of the President
University of Detroit Mercy
4001 W. McNichols Road
Detroit, MI 48221-3038

Dear President Stockhausen:

At the July 2008 meeting of the National Architectural Accrediting Board (NAAB), the board reviewed the *Visiting Team Report* for the University of Detroit Mercy School of Architecture.

The board noted the concerns of the visiting team regarding problems with in several areas including human resources, human resource development, financial resources, social equity and physical resources.

As a result, the professional architecture program:

Master of Architecture

was formally granted a six-year term of accreditation with the stipulation that a focused evaluation be scheduled in three years to look only at Human Resources, Financial Resources, Human Resource Development, Social Equity and Physical Resources and the progress that has been made in those areas.

The accreditation term is effective January 1, 2008. The program is scheduled for its next full accreditation visit in 2014. The focused evaluation is scheduled for the calendar year 2011.

Accreditation is subject to the submission of *Annual Reports*. *Annual Reports* are due by November 30 and must include the following:

- a response to each condition identified as not met in the *Visiting Team Report*,
- a response to each of the causes of concern in the *Visiting Team Report*,
- a brief summary of changes that have been made or may be made in the accredited program, and
- the statistical report

Please note, beginning in November 2008, these reports will be submitted online.

Please also note that the information in the Annual Reports forms the basis for the Focused Evaluation in 2011; the program is encouraged to use this opportunity to document fully the plans and progress in each of the areas to be reviewed in the 2011 evaluation.

If an acceptable *Annual Report* is not submitted to the NAAB by January 15, 2009, the NAAB may consider advancing the schedule for the program's next accreditation sequence. A complete description of the *Annual Report* process can be found on pages 14-15 of the *NAAB Procedures for Accreditation, 2008 Edition*.

NAAB encourages public dissemination of information about each school contained in both the school's 2008 *Architecture Program Report* and the 2008 *Visiting Team Report*. If the *Visiting Team Report* is made public, then it is to be published in its entirety.



1735 New York Avenue, NW

Washington, DC 20006

www.naab.org

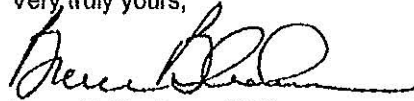
tel 202.783.2007

fax 202.783.2822

email info@naab.org

The visiting team has asked me to express its appreciation for your gracious hospitality.

Very truly yours,

A handwritten signature in black ink, appearing to read "Bruce Blackmer". The signature is fluid and cursive, with the first name "Bruce" and last name "Blackmer" clearly distinguishable.

Bruce E. Blackmer, FAIA
President

Encl. Visiting Team Report

cc: Stephen Vogel, FAIA, Dean
 David Cronrath, Team Chair
 Visiting Team Members

**University of Detroit Mercy
School of Architecture**

Visiting Team Report

Master of Architecture (139 undergraduate credit hours plus 34 graduate credit hours)

The National Architectural Accrediting Board
19 March 2008

The National Architectural Accrediting Board (NAAB), established in 1940, is the sole agency authorized to accredit U.S. professional degree programs in architecture. Because most state registration boards in the United States require any applicant for licensure to have graduated from an NAAB-accredited program, obtaining such a degree is an essential aspect of preparing for the professional practice of architecture.

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I. **Summary of Team Findings**

1. **Team Comments**

Both the President and Interim Provost of the University of Detroit Mercy identify the School of Architecture as being full of vitality and enthusiasm. The team concurs and has uncovered ample evidence to support this assessment. These attributes are found in the commitment of the faculty, the dedication of the talented students, and the participatory decision making process encouraged by the School's administrative leadership. These characteristics even find expression in the detailing and design-build projects integrated into the fabric of the Loranger Architecture Building's ongoing renovation. The care, computing expertise, and organization skill used to prepare the team room and exhibition of student work is indicative of the faculty's commitment to the highest standards.

The School has demonstrated resourcefulness in recent years and has added two new interdisciplinary programs – the Master of Community Development and Digital Media Studies. This has brought added dimensions of inquiry to the students and faculty of the School and opened an important avenue of participation to other disciplines and programs in the University. Consequently, the team heard from faculty across campus that the School of Architecture is seen as a campus leader in fostering interdisciplinary relationships.

The faculty is fully engaged in the teaching and governance of the School of Architecture. There is a very strong sense of collegiality between full-time and adjunct faculty. This relationship builds an esprit de corp with a tangible presence that is obvious in meetings and in the execution of assigned tasks. Since the last accreditation team visit the faculty and administration has successfully completed the transition from the traditional Bachelor of Architecture degree program to the new 5-year Master of Architecture degree. The success of this change can be seen in the research work and creative thought evident in the AR 510 and AR 520: Master Studio I and II coursework.

The Dean enjoys the support of the faculty and upper administration and is valued for his leadership and vision. It was evident from our interviews with various stakeholders that he is a successful communicator. This skill has led to consistent messages being delivered to all constituents and is advancing the School toward its strategic vision.

2. **Progress Since the Previous Site Visit (2002)**

Condition 3, Public Information: *The program must provide clear, complete and accurate information to the public by including in its catalog and promotional literature the exact language found in Appendix A-2 [of the NAAB 1998 Conditions and Procedures], which explains the parameters of an accredited professional degree program.*

Previous Team Report (2002): *This condition is not met because a four-page promotional brochure does not have the required language found in Appendix A-2. The team was assured that that this brochure will be reprinted with this language.*

2008 Visiting Team Assessment: This condition has been met by the provision of the required text.

Condition 5, Human Resources: *The program must demonstrate that it provides adequate human resources for a professional degree program in architecture, including a sufficient faculty complement, an administrative head with enough time for effective administration, administrative and technical support staff, and faculty support staff.*

Previous Team Report (2002): *Faculty salaries should achieve parity with the university averages.*

2008 Visiting Team Assessment: Improvements have been made to faculty salaries since the last accreditation visit. However, there is still a considerable discrepancy between the salaries for full-time and adjunct faculty at the school when compared to institutional peers. This problem has created a challenge for the hiring of new faculty. (see also, this team's response for Condition 6).

Condition 6, Human Resources Development: *Programs must have a clear policy outlining both individual and collective opportunities for faculty and student growth within and outside the program.*

Previous Team Report (2002): *More resources are needed for professional growth of the faculty.*

2008 Visiting Team Assessment: This condition is not met. Please see Condition 7 of this report

[Causes of Concern taken from VTR dated February 13, 2002]

A. Resources

Financial Resources

There is a concern that the program is penalized for the success of the talented students it attracts, because the scholarship dollars that the university applies to subsidize the students' education creates a negative balance in academic-unit cost studies.

Physical Resources

There is immediate need for a lecture room (identified in the building master plan, but not yet funded) that has adequate technology for a range of lecture courses (e.g., history and theory). Additional thought should be given to the master plan for the Warren Loranger Building regarding the future placement of the DCDC. Its current location on the first floor seems to allow for more chance encounters. Exploring ways of providing spaces that allow for more interaction between design levels is important.

Faculty Development

Faculty salaries need to achieve parity with the university averages. The faculty will be short two full-time positions by the end of this academic year. There is a concern regarding faculty teaching overloads.

With such a vibrant and energetic faculty, more resources need to be allocated for its professional growth. The resources to allow faculty to travel to conferences are quite dismal (e.g., roughly \$3,000 a year total travel budget for the entire faculty). This will result in inadequate professional development opportunities for new tenure-track faculty.

2008 Visiting Team Assessment: Resource issues continue to plague the School in its efforts to achieve a sustainable environment into the future. The team notes that many of the issues mentioned in the report from 2002 continue to be problems for the School.

B. Curricular Issues

A general curricular issue is that the design sequence plan appears to be inconsistently applied in different studios carrying the same level of integration (e.g., zoning issues in

Ar 130, Architectural Design 3, and Ar 140, Architectural Design 4). Care should be taken to ensure that the elements of the sequences are followed so that the completed sequence will yield the planned range of experience. A specific curricular issue is the transition from the 5-year B.Arch. to the M.Arch. Program. The availability of the international programs should be maintained during the transition to this program. Also the strength of the comprehensive project from Ar 320, Architectural Design, should be maintained as Ar 520, Master's Studio, is developed.

2008 Visiting Team Assessment: This concern has been resolved and the new curriculum continues to be monitored, assessed, and improved by the faculty.

3. Conditions Well Met

- 1.2 Architectural Education and the Student
- 2 Program Self-Assessment Procedures
- 13.10 Speaking and Writing Skills
- 13.20 Critical Thinking Skills
- 13.30 Graphic Skills
- 13.23 Building Systems Integration
- 13.30 Architectural Practice
- 13.32 Leadership

4. Conditions Not Met

- 6 Human Resources
- 7 Human Resource Development
- 10 Financial Resources

5. Causes of Concern

A. Physical Resources

The Warren Loranger Architecture Building has not been fully renovated and as a consequence does not meet the needs of the School. Those parts of the building that have been renovated are well conceived and quite beautiful. The skill of the executed portions of the design makes the physical environment a learning laboratory for students in the architecture program. Nonetheless, such needs as the provision of private faculty offices and efficient studio spaces are still not fulfilled. The team notes that the new multi-purpose room is scheduled for this summer's phase of building renovation. While the School has a master plan for the renovation of the building, the team expresses a concern that the remainder of the work required to complete the renovation does not appear to be forthcoming in a timely manner.

In addition to the general building, many of the studios lack adequate workstations for students to complete their assigned work. As a consequence students openly question why their relatively high tuition does not translate into better equipment and furniture comparable to peer institutions.

B. Site Planning and Design Projects

The team finds that site planning issues were marginally investigated through studio course work. Additional emphasis on site development, parking layout, topographic manipulation, accessibility, etc. would introduce students to a broader view of comprehensive site planning and further enhance a curriculum that prides itself on an integrative approach to building design.

C. Social Equity

Although the university has a stated policy addressing affirmative action, equal opportunity and fair treatment in its literature for students, faculty and staff, the School of Architecture's number of minority tenure track faculty and enrolled students does not match the demographics of its context. Increasing minority participation in the School's community will align faculty employment and student enrollment with the University mission statement of serving persons in need in an urban context. The team did not find any systematic assessment and evaluation processes for these initiatives that would help the School meet its goal.

D. Detroit Collaborative Design Center

The Detroit Collaborative Design Center provides several essential functions for the School of Architecture. The Center is aligned with the University's mission of serving persons in need in an urban context and is viewed by many constituents as a very successful outreach program for the University of Detroit Mercy. Consequently, its operations have contributed to the identity of the School and its local, regional, and international reputation. The Detroit Collaborative Design Center offers work-study and co-op opportunities for students and is a creative outlet for faculty development. Its services are fully integrated into the School and until recently the Center provided the only digital plotting service for students. Because of its thorough integration into the School, the team is concerned about the Center's ability to find the necessary level of support it requires. The Center's demise would have a significant impact on the School, the University and their shared aspirations.

II. Compliance with the Conditions for Accreditation

1. Program Response to the NAAB Perspectives

Schools must respond to the interests of the collateral organizations that make up the NAAB as set forth by this edition of the NAAB Conditions for Accreditation. Each school is expected to address these interests consistent with its scholastic identity and mission.

1.1 Architecture Education and the Academic Context

The accredited degree program must demonstrate that it benefits from and contributes to its institution. In the APR, the accredited degree program may explain its academic and professional standards for faculty and students; its interaction with other programs in the institution; the contribution of the students, faculty, and administrators to the governance and the intellectual and social lives of the institution; and the contribution of the institution to the accredited degree program in terms of intellectual resources and personnel.

Met Not Met
[X] []

The School of Architecture is viewed as an exemplar for the university because it embodies the essential core values of the institution. Both the president and interim provost see the school's urban focus, community outreach, interdisciplinary achievements, and vital student-centered education as attributes that the institution aspires for all its programs.

The dean provides a highly regarded leadership role on campus and is held in high regard by the upper administration for his thoughtful and "visionary" perspectives on issues confronting the university. He is very effective in communicating the aspirations and challenges of the school to his supervisors.

The faculty provides valued counsel to their colleagues across campus and to the upper administration. Their community outreach and resulting understanding of local political dynamics is seen as a very valuable campus resource.

1.2 Architecture Education and Students

The accredited degree program must demonstrate that it provides support and encouragement for students to assume leadership roles in school and later in the profession and that it provides an environment that embraces cultural differences. Given the program's mission, the APR may explain how students participate in setting their individual and collective learning agendas; how they are encouraged to cooperate with, assist, share decision making with, and respect students who may be different from themselves; their access to the information needed to shape their future; their exposure to the national and international context of practice and the work of the allied design disciplines; and how students' diversity, distinctiveness, self-worth, and dignity are nurtured.

Well Met Not Met
[X] []

The university's mission has an emphasis on community service that has been embraced by the School of Architecture. The school has developed this institutional mission into the central focus for its program. The students greatly benefit from this focus which is evident in design studios, course work, and the Detroit Collaborative Design Center. The

interim provost of the university is aware of the focus the school has placed on community engagement and noted, "[the architecture students] use the city as a classroom." Through this effort of promoting community engagement students are honing their leadership skills and developing their professional abilities. The students are very proud of this direction for the School and the experiences it provides to advance their role in society and within the profession.

There is evidence of both formal and informal processes for students to communicate with the administration of the school. All students interviewed by the team have considerable admiration for both their faculty and the dean of the school. This has led to a strong sense of community and camaraderie within the school. While students are well informed about the school and its challenges, they are generally uninformed and curiously disengaged from the university as a whole -- its initiatives outside of the architecture school or the obvious admiration the university administration has for their efforts and achievements.

The mandatory co-op program is another identifying aspect of the program. It provides another opportunity for students to be introduced to the architecture profession and aids in their development toward becoming creative, self directed individuals who are respectful of others holding different values or points of view.

1.3 Architecture Education and Registration

The accredited degree program must demonstrate that it provides students with a sound preparation for the transition to internship and licensure. The school may choose to explain in the APR the accredited degree program's relationship with the state registration boards, the exposure of students to internship requirements including knowledge of the national Intern Development Program (IDP) and continuing education beyond graduation, the students' understanding of their responsibility for professional conduct, and the proportion of graduates who have sought and achieved licensure since the previous visit.

Met	Not Met
[X]	[]

The architecture program at the University of Detroit Mercy has a series of programs and opportunities for students to integrate themselves into the professional world outside their present academic context. The student body was energetic about their education and program. Most of the 4th and 5th year students were aware they should be keeping an IDP record and were familiar with licensure requirements through NCARB.

The program has undertaken a series of initiatives that provides students opportunities for active participation with the community and alongside professionals in a design context. Through these initiatives students can start to appreciate and experience the role of an architect within the "real world."

The quality and depth of the program and the students was apparent to the team when they visited with alumni, local smaller practitioners and members of a few larger regional and national firms. All comments from this group regarding the DCDC and the co-op program were positive. They suggested continued support and even expansion of the programs.

The School of Architecture is commended for their work to provide students the wide variety of experiences and programs that allow them to expand their horizons in architecture and life.

1.4 Architecture Education and the Profession

The accredited degree program must demonstrate how it prepares students to practice and assume new roles and responsibilities in a context of increasing cultural diversity, changing client and regulatory demands, and an expanding knowledge base. Given the program's particular mission, the APR may include an explanation of how the accredited degree program is engaged with the professional community in the life of the school; how students gain an awareness of the need to advance their knowledge of architecture through a lifetime of practice and research; how they develop an appreciation of the diverse and collaborative roles assumed by architects in practice; how they develop an understanding of and respect for the roles and responsibilities of the associated disciplines; how they learn to reconcile the conflicts between architects' obligations to their clients and the public and the demands of the creative enterprise; and how students acquire the ethics for upholding the integrity of the profession.

Met	Not Met
[X]	[]

There is a strong linkage between the students and the "real world" in architecture. The required co-op program offers direct interaction with the profession permitting students to work in an architectural environment while still in school. There are several courses that provide useful information preparing the students for the architectural profession, particularly AR 519 and AR 119.

1.5 Architecture Education and Society

The program must demonstrate that it equips students with an informed understanding of social and environmental problems and develops their capacity to address these problems with sound architecture and urban design decisions. In the APR, the accredited degree program may cover such issues as how students gain an understanding of architecture as a social art, including the complex processes carried out by the multiple stakeholders who shape built environments; the emphasis given to generating the knowledge that can mitigate social and environmental problems; how students gain an understanding of the ethical implications of decisions involving the built environment; and how a climate of civic engagement is nurtured, including a commitment to professional and public services.

Met	Not Met
[X]	[]

The program provides students with an informed appreciation for the inter-connections between social and environmental problems. This is apparent in the focus of many design studio projects as well as through the experiences of students who participate in the international studies program and the mandatory co-op program. The Detroit Collaborative Design Center, with its successful community outreach mission, engages students with the local community as well as the profession.

Other curricular studies that contribute to this appreciation are AR 212, 222, and 252: History and Theory 1, 2 and 3, PSY 265: Environmental Psychology, and AR 314:

Ecological Design. These courses help students to be aware of their surroundings, human behavior, other cultures, and our emerging global society.

2. Program Self-Assessment Procedures

The accredited degree program must show how it is making progress in achieving the NAAB Perspectives and how it assesses the extent to which it is fulfilling its mission. The assessment procedures must include solicitation of the faculty's, students', and graduates' views on the program's curriculum and learning. Individual course evaluations are not sufficient to provide insight into the program's focus and pedagogy.

Well Met Not Met
[X] []

The school has developed several tools that provide feedback on its achievements and challenges. The multiple perspectives that these tools provide to the faculty and administration help them gain insight into their efforts. These processes are invaluable and have proven effective in guiding changes to the curriculum and suggesting actions to improve the performance of the school. The processes developed for assessment are both inclusive and open to the various constituents – students, faculty, alumni and professionals. The very successful team room is a direct outgrowth of the well established and formalized procedures developed by the School.

3. Public Information

To ensure an understanding of the accredited professional degree by the public, all schools offering an accredited degree program or any candidacy program must include in their catalogs and promotional media the exact language found in the NAAB Conditions for Accreditation, Appendix A. To ensure an understanding of the body of knowledge and skills that constitute a professional education in architecture, the school must inform faculty and incoming students of how to access the NAAB Conditions for Accreditation.

Met Not Met
[X] []

The University of Detroit Mercy has included the language found in the NAAB Conditions for Accreditation through a School brochure. The university website also includes this language and provides a link to the NAAB website. Performance criteria are discussed with the faculty and students at an annual meeting.

4. Social Equity

The accredited degree program must provide faculty, students, and staff—irrespective of race, ethnicity, creed, national origin, gender, age, physical ability, or sexual orientation—with an educational environment in which each person is equitably able to learn, teach, and work. The school must have a clear policy on diversity that is communicated to current and prospective faculty, students, and staff and that is reflected in the distribution of the program's human, physical, and financial resources. Faculty, staff, and students must also have equitable opportunities to participate in program governance.

Met Not Met
[X] []

The University has a stated policy for addressing affirmative action, equal opportunity and fair treatment for students, faculty and staff. The School of Architecture has developed specific procedures and policies to achieve greater diversity for both faculty and student.

5. **Studio Culture**

The school is expected to demonstrate a positive and respectful learning environment through the encouragement of the fundamental values of optimism, respect, sharing, engagement, and innovation between and among the members of its faculty, student body, administration, and staff. The school should encourage students and faculty to appreciate these values as guiding principles of professional conduct throughout their careers.

Met Not Met
[X] []

The studio culture policy is comprehensive. The Honor Code, into which the studio culture policy is incorporated, has been posted in the studio spaces and has been communicated to the students and faculty. Each semester a general student body meeting reinforces the code, encourages the students to follow its precepts, and teaches the values the code represents.

6. **Human Resources**

The accredited degree program must demonstrate that it provides adequate human resources for a professional degree program in architecture, including a sufficient faculty complement, an administrative head with enough time for effective administration, and adequate administrative, technical, and faculty support staff. Student enrollment in and scheduling of design studios must ensure adequate time for an effective tutorial exchange between the teacher and the student. The total teaching load should allow faculty members adequate time to pursue research, scholarship, and practice to enhance their professional development.

Met Not Met
[] [X]

The 2002 Visiting Team Report found that both the Human Resources and Human Resource Development conditions were not adequately addressed by the school. In fact these Conditions have been an outstanding issue prior to the 2002 accreditation visit. This team (2008) had expected to find these two Conditions addressed, at least to some degree, during this visit. However, the 2008 team finds conditions similar to what was found by the last team – faculty salaries are lower than university averages and regional peer institutions and the resources available for faculty development and professional growth are limited.

The visiting team views this problem as a concern not just for NAAB accreditation but also for the spirit and life of the School of Architecture. With this concern in mind, some immediate actions need to be forthcoming. Faculty salaries need to achieve parity with university averages and with the architecture faculty salaries of other regional institutions if the school is to remain competitive and achieve its potential. In addition, more resources are required for professional growth of the faculty.

These same concerns are expressed for the compensation of adjunct faculty. While adjunct faculty salaries are tied to the number of credit hours taught, the team notes that the number of student contact hours required per credit hour is considerably more in architecture studios than in other disciplines on campus. Considering the significant role adjunct faculty play in the advancement of the school, this is a very important issue. The team considers this issue comparable to the salary challenges faced by the full-time tenure and tenure leading faculty.

Technical support staff for the woodshop and computer labs is also a concern. The number of personnel is inadequate given the emphasis the school has placed on computing and hands-on experiences. This situation is likely to worsen as the school contemplates a mandatory student computer purchase program, advances the desire for more design-build studios, or responds to the request for an increase in student enrollment.

Finally, the office support staff is stretched thin by the growth in the number of programs offered within the School.

7. Human Resource Development

Schools must have a clear policy outlining both individual and collective opportunities for faculty and student growth inside and outside the program.

Met	Not Met
[]	[X]

See comments for Condition #6.

8. Physical Resources

The accredited degree program must provide the physical resources appropriate for a professional degree program in architecture, including design studio space for the exclusive use of each student in a studio class; lecture and seminar space to accommodate both didactic and interactive learning; office space for the exclusive use of each full-time faculty member; and related instructional support space. The facilities must also be in compliance with the Americans with Disabilities Act (ADA) and applicable building codes.

Met	Not Met
[X]	[]

9. Information Resources

Readily accessible library and visual resource collections are essential for architectural study, teaching, and research. Library collections must include at least 5,000 different cataloged titles, with an appropriate mix of Library of Congress NA, Dewey 720-29, and other related call numbers to serve the needs of individual programs. There must be adequate visual resources as well. Access to other architectural collections may supplement, but not substitute for, adequate resources at the home institution. In addition to developing and managing collections, architectural librarians and visual resources professionals should provide information services that promote the research skills and critical thinking necessary for professional practice and lifelong learning.

Met	Not Met
[X]	[]

The library is conveniently located adjacent to the Loranger Architecture Building where an entire floor is devoted to the architecture collection. The collection has been growing at a faster rate in recent years because of a dedicated funding stream that benefits all disciplines on campus. The faculty is actively engaged in the purchase policy administered by the library and provides input on the selection of new volumes. In addition to traditional library services, the library staff offers a range of curricular support to architecture students including research skill development, citation protocol, and website design.

10. Financial Resources

An accredited degree program must have access to sufficient institutional support and financial resources to meet its needs and be comparable in scope to those available to meet the needs of other professional programs within the institution.

Met Not Met
[] [X]

The financial resources do not appear to have substantially improved since the 2002 accreditation visit. The school's multiple challenges with support services, physical facilities, faculty development, and faculty salaries can all be attributed to a shortfall in resources. In addition, the Detroit Collaborative Design Center requires a stable source of funds if it is to achieve the school's aspirations for this innovative program.

11. Administrative Structure

The accredited degree program must be, or be part of, an institution accredited by one of the following regional institutional accrediting agencies for higher education: the Southern Association of Colleges and Schools (SACS); the Middle States Association of Colleges and Schools (MSACS); the New England Association of Schools and Colleges (NEASC); the North Central Association of Colleges and Schools (NCACS); the Northwest Commission on Colleges and Universities (NWCCU); and the Western Association of Schools and Colleges (WASC). The accredited degree program must have a measure of autonomy that is both comparable to that afforded other professional degree programs in the institution and sufficient to ensure conformance with the conditions for accreditation.

Met Not Met
[X] []

The University is fully accredited by North Central Association of Colleges and Schools.

The School of Architecture's chief academic officer is a dean who reports directly to the provost and academic vice president. The faculty has a clear governance structure. It has the authority to establish criteria and evaluate its ranks for both promotion and tenure.

12. Professional Degrees and Curriculum

The NAAB accredits the following professional degree programs: the Bachelor of Architecture (B. Arch.), the Master of Architecture (M. Arch.), and the Doctor of Architecture (D. Arch.). The curricular requirements for awarding these degrees must include professional studies, general studies, and electives. Schools offering the degrees B. Arch., M. Arch., and/or D. Arch. are strongly encouraged to use these degree titles exclusively with NAAB-accredited professional degree programs.

Met Not Met
[X] []

The 5-year Masters of Architecture degree program, a 173 SCH curriculum, is the sole accredited degree in the school. The undergraduate portion of the curriculum includes two co-op semesters. The graduate portion of the curriculum exceeds the required 30 SCH in professional studies and electives. The curricular design permits the completion of minors or joint degrees in construction management, security administration, civil engineering, business administration, community development (new graduate program), and a health care concentration.

13. Student Performance Criteria

The accredited degree program must ensure that each graduate possesses the knowledge and skills defined by the criteria set out below. The knowledge and skills are the minimum for meeting the demands of an internship leading to registration for practice.

13.1 Speaking and Writing Skills

Ability to read, write, listen, and speak effectively

Met	Not Met
[X]	[]

This criterion was found to be well met after a review of numerous papers and research projects presented in several courses. The team found ample evidence of well organized papers, articulate grammar, along with subject matter that was thoughtfully presented.

Excellent writing skills were found in the thesis documents presented in AR 510-520: Masters Studio 1 and 2. The success found in these final courses is a result of a well designed curricular approach to communication envisioned by the faculty.

13.2 Critical Thinking Skills

Ability to raise clear and precise questions, use abstract ideas to interpret information, consider diverse points of view, reach well-reasoned conclusions, and test them against relevant criteria and standards

Met	Not Met
[X]	[]

The program develops the ability of students to think critically in a measured manner that spans the curriculum. In the thesis course this ability is reflected in thoughtful writing as well as 'sketch' or speculative models that give form to emerging ideas.

13.3 Graphic Skills

Ability to use appropriate representational media, including freehand drawing and computer technology, to convey essential formal elements at each stage of the programming and design process

Met	Not Met
[X]	[]

Students in the program have exceptional graphic skills. These skills are acquired throughout the curriculum from the first visual communication courses to the final Masters Studio. This success demonstrates a thoughtful and comprehensive effort to develop presentation media for the graduates of the program. Notable skill development includes both freehand drawing and computer representation. The recent emphasis on animation is expanding student representation skills.

13.4 Research Skills

Ability to gather, assess, record, and apply relevant information in architectural coursework

Met Not Met
[X] []

13.5 Formal Ordering Skills

Understanding of the fundamentals of visual perception and the principles and systems of order that inform two- and three-dimensional design, architectural composition, and urban design

Met Not Met
[X] []

13.6 Fundamental Skills

Ability to use basic architectural principles in the design of buildings, interior spaces, and sites

Met Not Met
[X] []

13.7 Collaborative Skills

Ability to recognize the varied talent found in interdisciplinary design project teams in professional practice and work in collaboration with other students as members of a design team

Met Not Met
[X] []

13.8 Western Traditions

Understanding of the Western architectural canons and traditions in architecture, landscape and urban design, as well as the climatic, technological, socioeconomic, and other cultural factors that have shaped and sustained them

Met Not Met
[X] []

13.9 Non-Western Traditions

Understanding of parallel and divergent canons and traditions of architecture and urban design in the non-Western world

Met Not Met
[X] []

13.10 National and Regional Traditions

Understanding of national traditions and the local regional heritage in architecture, landscape design and urban design, including the vernacular tradition

Met	Not Met
[X]	[]

13.11 Use of Precedents

Ability to incorporate relevant precedents into architecture and urban design projects

Met	Not Met
[X]	[]

13.12 Human Behavior

Understanding of the theories and methods of inquiry that seek to clarify the relationship between human behavior and the physical environment

Met	Not Met
[X]	[]

13.13 Human Diversity

Understanding of the diverse needs, values, behavioral norms, physical ability, and social and spatial patterns that characterize different cultures and individuals and the implication of this diversity for the societal roles and responsibilities of architects

Met	Not Met
[X]	[]

The AR 212, 222, 252 - History and Theory I, II, III course work provide significant examples of human diversity from various periods in history. A well developed understanding of architecture as an expression of the human condition was found.

13.14 Accessibility

Ability to design both site and building to accommodate individuals with varying physical abilities

Met	Not Met
[X]	[]

13.15 Sustainable Design

Understanding of the principles of sustainability in making architecture and urban design decisions that conserve natural and built resources, including culturally important buildings and sites, and in the creation of healthful buildings and communities

Met	Not Met
[X]	[]

13.16 Program Preparation

Ability to prepare a comprehensive program for an architectural project, including assessment of client and user needs, a critical review of appropriate precedents, an inventory of space and equipment requirements, an analysis of site conditions, a review of the relevant laws and standards and assessment of their implication for the project, and a definition of site selection and design assessment criteria

Met	Not Met
[X]	[]

13.17 Site Conditions

Ability to respond to natural and built site characteristics in the development of a program and the design of a project

Met	Not Met
[X]	[]

13.18 Structural Systems

Understanding of principles of structural behavior in withstanding gravity and lateral forces and the evolution, range, and appropriate application of contemporary structural systems

Met	Not Met
[X]	[]

The information presented to meet this criterion was extensive and impressive. Structural System understanding was evident in much of the work presented. Dr. Aldo F. Colandrea P.E. should be commended for writing the text book from which much of this information is derived.

13.19 Environmental Systems

Understanding of the basic principles and appropriate application and performance of environmental systems, including acoustical, lighting, and climate modification systems, and energy use, integrated with the building envelope

Met	Not Met
[X]	[]

13.20 Life-Safety

Understanding of the basic principles of life-safety systems with an emphasis on egress

Met	Not Met
[X]	[]

13.21 Building Envelope Systems

Understanding of the basic principles and appropriate application and performance of building envelope materials and assemblies

Met	Not Met
[X]	[]

This criterion is seen in coursework and project presentations and is well covered. The design projects displayed in the team room clearly represented an understanding of these systems. This understanding is also found in AR 215 and 225: Construction 1 and 2 course syllabi where curtain wall systems are given a special emphasis.

13.22 Building Service Systems

Understanding of the basic principles and appropriate application and performance of plumbing, electrical, vertical transportation, communication, security, and fire protection systems

Met	Not Met
[X]	[]

Both AR 234 and 244: Environmental Technology I and II are very organized and well designed courses. While the team found evidence of understanding, fire suppression systems were not as well integrated into building design as was found for the other systems.

13.23 Building Systems Integration

Ability to assess, select, and conceptually integrate structural systems, building envelope systems, environmental systems, life-safety systems, and building service systems into building design

Well Met	Not Met
[X]	[]

Projects reviewed by the team demonstrated students have an appreciation for and ability to integrate building systems into their designs. In beginning and advanced studio courses there was evidence of final presentation drawings and models that represented the students' ability to design with a full appreciation for various systems and their integration.

13.24 Building Materials and Assemblies

Understanding of the basic principles and appropriate application and performance of construction materials, products, components, and assemblies, including their environmental impact and reuse

Met	Not Met
[X]	[]

13.25 Construction Cost Control

Understanding of the fundamentals of building cost, life-cycle cost, and construction estimating

Met	Not Met
[X]	[]

This criterion is met through AR 519: Profession of Architecture and AR 314: Energy and Ecology in Architectural Design. Evidence found by the team for life cycle costing was less robust and not as fully developed as the other aspects of cost control.

13.26 Technical Documentation

Ability to make technically precise drawings and write outline specifications for a proposed design

Met	Not Met
[X]	[]

13.27 Client Role in Architecture

Understanding of the responsibility of the architect to elicit, understand, and resolve the needs of the client, owner, and user

Met	Not Met
[X]	[]

13.28 Comprehensive Design

Ability to produce a comprehensive architectural project based on a building program and site that includes development of programmed spaces demonstrating an understanding of structural and environmental systems, building envelope systems, life-safety provisions, wall sections and building assemblies, and the principles of sustainability

Met	Not Met
[X]	[]

13.29 Architect's Administrative Roles

Understanding of obtaining commissions and negotiating contracts, managing personnel and selecting consultants, recommending project delivery methods, and forms of service contracts

Met	Not Met
[X]	[]

13.30 Architectural Practice

Understanding of the basic principles and legal aspects of practice organization, financial management, business planning, time and project management, risk mitigation, and mediation and arbitration as well as an understanding of trends that affect practice, such

as globalization, outsourcing, project delivery, expanding practice settings, diversity, and others

Well Met Not Met
[X] []

The combined coursework in AR519: Profession of Architecture and AR459: Architectural and Construction Law provides students the breadth and depth required for an understanding of contemporary architecture practice. The case study approach in AR 519 is particularly noteworthy.

13.31 Professional Development

Understanding of the role of internship in obtaining licensure and registration and the mutual rights and responsibilities of interns and employers

Met Not Met
[X] []

13.32 Leadership

Understanding of the need for architects to provide leadership in the building design and construction process and on issues of growth, development, and aesthetics in their communities

Well Met Not Met
[X] []

The program integrates concern for the leadership role of architects from the first-year through the fifth-year. The combination of AR 119: Introduction to Architecture, AR 519: the Profession of Architecture, the co-op program, and opportunities in the community-based design studios is particularly effective in meeting this student performance criterion.

13.33 Legal Responsibilities

Understanding of the architect's responsibility as determined by registration law, building codes and regulations, professional service contracts, zoning and subdivision ordinances, environmental regulation, historic preservation laws, and accessibility laws

Met Not Met
[X] []

13.34 Ethics and Professional Judgment

Understanding of the ethical issues involved in the formation of professional judgment in architectural design and practice

Met Not Met
[X] []

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III. Appendices

Appendix A: Program Information

1. History and Description of the Institution

The following text is taken from the 2008 University of Detroit Mercy Architecture Program Report.

The University of Detroit Mercy came into existence as a distinct institution in December of 1990. It was the result of the consolidation of two locally and nationally recognized Catholic institutions of higher education: the University of Detroit and Mercy College of Detroit. The consolidation was undertaken in an attempt to better serve the students of both institutions and the metropolitan Detroit community in general. It sought to strengthen both institutions by expanding academic offerings while eliminating the redundancies in their programs and administrative structures. The resulting institution manifests a strong commitment to academic excellence and combines the strengths of their educational traditions.

The University of Detroit was established in 1877 by the Society of Jesus (the Jesuits) with a basic commitment to liberal education and humanist values. What began as a small liberal arts college, expanded to include the College of Engineering in 1911, School of Law in 1912, College of Commerce and Finance in 1916, School Dentistry in 1932, School of Architecture in 1964 and College of Education and Human Services in 1977. Mercy College of Detroit was founded in 1941 by the Religious Sisters of Mercy. Organized around a strong foundation in the liberal arts, its mission was to educate nurses and teachers to serve in the metropolitan and regional area. At the time of consolidation, Mercy College of Detroit had four academic divisions, offering 43 majors with 22 professional programs including Nursing, Physician Assistant and Addiction Studies programs.

The University of Detroit Mercy occupies three campuses. The McNichols Campus is located on a 70-acre site in the northwest section of the city and contains the undergraduate schools and colleges with their affiliated graduate programs, student dormitories, service buildings, main library, athletic center, and the Jesuit residence. The Outer Drive Campus, also in northwest Detroit, currently houses the School of Dentistry but by January of 2008, the dentistry program will be housed in a renovated facility in South West Detroit. The Riverfront Campus, located in downtown Detroit, houses the School of Law.

Today, the University of Detroit Mercy is Michigan's largest, comprehensive, independent four-year institution with an enrollment of 5,600 students in seven schools and colleges. These students participate in undergraduate programs in architecture, business, education, nursing, allied health, engineering, liberal arts and sciences; graduate programs in the School of Architecture, Colleges of Business Administration, Engineering and Science, Liberal Arts and the College of Health Professions and McAuley School of Nursing; and professional programs in dentistry and law.

2. Institutional Mission

The following text is taken from the 2008 University of Detroit Mercy Architecture Program Report.

The Mission and Vision statement of the University of Detroit Mercy is based upon the Foundation Statement. The Foundation Statement of the University of Detroit Mercy keeps alive the traditions of the founding institutions that flow into and energizes the university as it faces the challenges of the 21st century. The Foundation Statement is as follows:

The University mission evolved from the educational traditions of its sponsors, the Sisters of Mercy and the Society of Jesus. These Catholic traditions emphasize concern for the dignity of the person and for the common good of the world community. The Society of Jesus (Jesuits) founded the University of Detroit in 1877. The Sisters of Mercy, Province of Detroit, founded Mercy College of Detroit in 1941. Together these religious congregations created a partnership in higher education to establish the University of Detroit Mercy in 1990. Each religious congregation brings its spirit to the mission of the University. This spirit includes commitment to quality education, the service of faith and promotion of justice, and compassionate service to persons in need.

The Mission Statement, approved by the Board of Trustees in 1999, concisely links the Foundation Statement to the purposes of the University:

The University of Detroit Mercy, a Catholic university in the Jesuit and Mercy traditions, exists to provide excellent student-centered undergraduate and graduate education in an urban context. A UDM education seeks to integrate the intellectual, spiritual, ethical and social development of students.

The Vision Statement articulates what the University will become as an outcome of the successful implementation of the Strategic Plan.

The University of Detroit Mercy will be recognized as a premier private university in the Great Lakes Region, distinguished by graduates who lead and serve in their communities.

3. Program History

The following text is taken from the 2008 University of Detroit Mercy Architecture Program Report.

The architecture program at the University of Detroit began in 1922 with the establishment of the Department of Architectural Engineering within the College of Engineering. The program sought to affirm the values of the Jesuit tradition by providing students with " ...a thorough grounding in the sciences as well as the essentials of a liberal education." This belief continues to the present. The original program, as stated in the university catalog, emphasized, " ... in addition to the basic study of civil engineering, students were given adequate training in pen and ink rendering, water colors, heating

and ventilating, sanitation of populous sections and architectural construction". This attitude clearly indicates that the program was primarily conceived as an engineering discipline; it is evident from the initial curriculum that architecture as an art was neither appreciated nor understood.

The evolution of the Architectural Engineering program into an independent school began in 1957 with the efforts of Fr. Lawrence J. Green, S.J. When Fr. Green joined the Jesuit order, he had already been a practicing architect. Both his maturity and professional background led to the conclusion that the Architectural Engineering program was seriously outdated and served neither the profession of engineering nor architecture particularly well. Under his direction the program was lengthened from five to six years and was re-titled as "Department of Architecture" in the University Bulletin. The re-classification facilitated the incorporation of additional architecture classes since a complete revision of the curriculum was precluded by the Department's position within the College of Engineering.

In June of 1961, Bruno Leon was hired as chair and began the transformation of the existing hybrid program into an autonomous School of Architecture. A completely new curriculum was developed and implemented and, with the addition of several new full-time faculty positions, the program was entirely re-structured. The first Bachelor of Architecture degrees were conferred in 1963. In 1964, the Department became an independent School of Architecture, accredited by the National Architectural Accrediting Board, with Bruno Leon as its Dean.

In 1961, the Department of Architecture had an enrollment of approximately 80 students and five full-time faculty. It was housed on the third floor of the Engineering Building, facilities woefully inadequate to its needs. In 1975 the old Science Building was renamed the Architecture Building and was renovated to accommodate the School. Due to the capacity of the building, it was decided to limit the size of the School to 260 students; this was the maximum number that would allow students to have individual studio space, yet be of a scale to permit personalized interaction with the faculty. By 1995 the School had grown to near capacity with 238 students and ten full-time and numerous adjunct faculty. In 1992 Bruno Leon retired as dean after thirty years of service. During the 1992–1993 academic year, Nicholas Chatas, a tenured professor, served as acting dean while a national search was conducted. In May of 1993, Stephen Vogel, FAIA began duties as the new Dean of the School of Architecture and serves in that capacity today. Dean Vogel has brought to the School a reconfirmed commitment to a broad based liberal education and an understanding of the role of the School in serving the urban community of Detroit in which the School resides. This commitment was formalized by the establishment of the Detroit Collaborative Design Center as an integral, design and applied research institute of the School of Architecture. The Design Center now enjoys a national reputation for its outstanding design for civic and community organizations. The enrollment in the School of Architecture has expanded to capacity at approximately 265 students.

In the 1998, the Board of Trustees of the University of Detroit Mercy approved the re-titling of the five calendar year Bachelor of Architecture degree to a Master of Architecture degree.

Since this transition could not occur until six months prior to an NAAB Visiting Team, the actual transition started in 2001. The final BArch degree will be conferred in December of 2007.

In 2006 the interdisciplinary Master of Community Development degree was created and administratively housed in the School of Architecture. This degree was designed in direct

response to the University and School commitment to engagement in the community and participation in the redevelopment of Detroit. Also in 2006 the undergraduate and interdisciplinary "eCrit" program was moved from the English Department to the School of Architecture and renamed Digital Media Studies. This move was in part to take advantage of the knowledge base in architecture and to reinvigorate the program.

4. Program Mission

The following text is taken from the 2008 University of Detroit Mercy Architecture Program Report.

The Vision and Mission of the School of Architecture with related descriptions are contained in the *University of Detroit Mercy School of Architecture Strategic Plan 2005-2010* contained in the appendices to the APR. The Strategic Plan for the SOA is fully integrated with the University's Strategic Plan with similar but program specific vision, mission and goals. The Vision of the School of Architecture is stated below:

The University of Detroit Mercy School of Architecture will be recognized as a premier private architectural program distinguished by graduates who are leaders in building sustainable communities.

The Mission of the SOA is as follows:

The University of Detroit Mercy School of Architecture, as part of a Catholic university in the Jesuit and Mercy traditions, exists to provide an excellent, student-centered, accredited professional architectural education in an urban context. A UDMSOA education seeks to develop architects who integrate sensitive design, technical competence and ethical and profession standards; are socially responsible world citizens; and are of service to the community and the profession.

If the Vision and Mission of the School are achieved, the student who graduates from the program should have certain traits. He/she is:

- Socially aware
- Community engaged
- Understands the importance of good design
- Technically competent
- Open to diversity (cultural, ideological, philosophical, gender)
- Passionate, able to lead
- Committed to professional ethics
- Grounded in the liberal arts
- Aware of the place of faith and values
- Understands the value of collaboration

To the extent that we achieve this, the School of Architecture will be successful.

Based upon this Vision and Mission, the School of Architecture actively engages its students in service to the community and is committed to participating in the revitalization of Detroit and its neighborhoods.

5. Program Self Assessment

The following text is taken from the 2008 University of Detroit Mercy Architecture Program Report.

The School of Architecture Strategic Plan 2005-2010, attached in the Appendix, outlines the programs strengths, weaknesses, opportunities and threats and a program to address the weaknesses and threats over a five year period. Without itemizing every strength, the following is a summary of the most significant strengths:

1.5.1 Strengths

The self assessment processes outlined later in the APR has shown that the program has a number of strengths that help to assure that progress has been made in fulfilling the Vision and Mission of the School.

- **Dedicated Faculty:** the School has attracted and retained young, energetic talented faculty who complement the senior experienced faculty. The faculty bring to the classroom a diversity of architectural philosophies while, at the same time, a consistent passion for architecture and its meaning in society. This diversity challenges students to find and explore their own approaches to architecture. It is this challenge to students that allows them to graduate as "leaders" and as contributing and important members of their "communities".

The Detroit Collaborative Design Center: another recognized strength of the program is the Design Center that provides design services for non-profit community organizations. In the thirteen years of its existence the center has served more than one hundred community organizations and has introduced students and professionals to the under-served and under-represented neighborhoods of Detroit as well as nationally. Recognition of the work of the Center has come in many forms including national, regional and local AIA awards, publication in national and international journals and participation in national and international forums and exhibitions. This program particularly addresses the mission element of "sensitive design" and "service to the community and the profession". It also relates to the issue of promoting "ethical and professional standards" and engaging the "urban context" in very meaningful ways. Finally, it helped to create a program required of the Vision that is "distinguished by graduates who are leaders in building sustainable communities". The School was awarded the first NCARB Grand Prize for the Integration of Practice into the Academy in 2002 because of the work of the Design Center.

- **Size of School/Personal Attention to Students:** the School prides itself on its relationship with its students. The size of the school is such that it allows a "student-centered" education to occur. Although this characteristic is evident in many schools of architecture, the personal attention to students by the dedicated faculty, the strong advising system and the intensity of personal interaction opportunities make it particularly unique.
- **International Programs:** student focus groups indicate our international programs as one the strongest aspects of the curriculum. These programs are considered life altering to our students and fulfill mission elements including creating "socially responsible world citizens", engaging the "urban context" and being "learner-centered". Our programs in Poland and Volterra, Italy have been operating successfully for over 25 years.

- **Coop Program:** as one of only five programs in North America that mandates semester long cooperative educational experiences, the SOA is recognizing directly the connection between providing a "accredited professional architectural education" and the experiences that students are given. The coop program has been in existence since the school began as an architectural engineering program in 1922.
- **Urban [Detroit] Location:** as the only School of Architecture located in the City of Detroit, the school stresses its responsibility to the "urban context" and in understanding of shrinking cities. It is recognized both in government and in the community at large as having one of the most important community outreach and engagement programs at any university in the region. Its reputation is based on this tradition of community service.
- **Jesuit and Mercy Education:** it is widely recognized that the profession of architecture requires a recommitment to ethical standards and values. The profession of a value-based education and a preoccupation with "ethical and professional standards" are at the root of Jesuit philosophy. The Mercy tradition of providing service to the poor is at the core of creating a program that graduates "leaders in building sustainable communities".

These and other strengths outlined in the *School of Architecture Strategic Plan 2005-2010*, indicates that the SOA is directly addressing its Mission and vision in a positive and successful manner.

1.5.2 Weaknesses

There are a number of weaknesses to the program that inhibit its ability to achieve the Mission. The most significant of the weakness are described below.

- **Number of Full Time Faculty:** Although the number of full time faculty has increased to twelve since the Strategic Plan was completed, it is still considered inadequate for a program of this size. Detroit has abundant capable and qualified candidates for adjunct faculty, however, non-competitive pay levels make it difficult to attract a consistent number of outstanding faculty. Because of the small number of full time faculty, "bum-out" is of great concern, especially for those faculty who through their commitment perform above and beyond the call of duty.
- **Faculty and Administrative Compensation:** as noted above, faculty pay for both full time and adjunct faculty as well as administrators is not competitive. We have been unusually capable of attracting outstanding faculty based upon our Mission and our collegial atmosphere of collaboration but ultimately retaining long term faculty is problematic. We are ranked near the bottom of ACSA East Central Region schools for pay at all levels. Additionally, Lawrence Technological University pays its adjuncts about half again as much as we do and the University of Michigan pays two to three times what we pay.
- **Facilities and Equipment:** although great strides have been taken in the renovation of the building, including new electrical, lighting, ventilation and first floor and lower floor interiors, a third of the building still requires completion. New furniture and equipment are also required including desks and chairs; printers and plotters; wood

working equipment and the like. The student's number one concern is having a reasonable printing and plotting facility. Presently, plotting is done by the Design Center which is disruptive to the work of the Center. Another concern is that numerous renovations have occurred at the university in recent years but concurrent increases in maintenance staff and procedures to properly maintain the new and renovated buildings has not occurred.

- **Support Staff:** we have resolved our IT staff issues by the introduction of a full time IT network administrator in the School of Architecture. However, budget cuts a number of years ago eliminated a part time wood shop administrator. This position has never been replaced and has made the requirement for model building and design-build projects very problematic. The reorganization of office staff referred to previously will hopefully alleviate some administrative issues, but "burn out" of administrators including Directors and Chairs is of concern.

- **Program Funding:** the lack of resources makes it difficult to support innovative programs such as the Detroit Collaborative Design Center; explore new programs; or allow for faculty development and research opportunities.

1.5.3 Opportunities

The weaknesses outlined above have not diminished the importance and viability of the program to the university, the community and the profession. There are a number of opportunities that can be exploited even more to advance the Mission and Vision to its next level. These include:

- Emphasize the small size, personal attention, community engagement and a values-based education to attract even higher quality and motivated students and assure continued enrollment at the current (capacity) level.
- Take advantage of the school's location in Detroit to expand the urban focus of the program.
- Consider additional degree offerings to add to the interdisciplinary degrees that have recently been added, including potentially a post-bachelor's master's degree, and a master of urban design, interiors or landscape architecture degrees.
- Integrate the mission driven elements of the Master of Community Development and Digital Media Studies program more fully into the architecture curriculum.
- Increase partnerships with area professionals to create new programs such as the Health Care Design concentration program.
 - Expand the work of the Design Center to be more holistic, involving other disciplines, as well as to be more active in pre and post design activities such as policy advocacy, real estate development and economic development.

1.3.4 Threats

The potential opportunities of the SOA may be hampered by serious threats unless strong action is taken. These include the following:

- The overall financial health and economic condition of the state, the region and the city which impacts the financial health of the university and the functioning of the School of Architecture.

The ongoing difficulty of finding alternative funding sources for the Detroit Collaborative Design Center such that it can maintain itself as a mission driven (not contract driven) organization.

- The differential in tuition with local competition.
- Limited student living options both on campus and off campus presents a dilemma for attracting as well as retaining the largely residential architecture student population, including out-of-state students. Apartments, lofts and condominiums are not found in close vicinity to campus. The current dormitories are outdated and lack the amenities that modern students demand.
- Finding sufficient funds within the University and external to the University to maintain, improve and expand operations and programs.
- Finally, the school and its energetic faculty and administration may have the tendency to "try and do too much" for a school of its size and resources. This can lead to unfulfilled promise and ultimately, loss of energy in the program.

A number of strides have been made in the past year that address some of the weaknesses and threats. The University financial condition has improved significantly and although there are still very tight yearly operating budgets among the various units there is some relief in sight.

The School has been fortunate in increasing the number of full time faculty to twelve. This has come about for several reasons: 1. The Associate Dean, Stephen LaGrassa has gone back to faculty which caused an administrative reorganization that resulted in him not being replaced by another faculty; 2. Moving the Bachelor of Arts in Digital Media Studies to Architecture allowed the hiring of one additional tenure track faculty who teaches in both the architecture and digital media studies program; and 3. A Jesuit architect was added to the faculty as part of a national program to increase the number of Jesuits teaching in universities.

The tight job market has allowed us to attract high quality adjuncts and to continue reliance on these adjuncts. An equity adjustment for full time faculty several years ago has increased faculty pay to more acceptable standards, although still weak when compared against our ACSA regional members.

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Appendix B: The Visiting Team

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Appendix C: The Visit Agenda

University of Detroit Mercy School of Architecture
NAAB SITE VISIT: MARCH 15-19, 2008

Saturday, March 15, 2008

Afternoon Team Arrival, Pick up by students
 Check in Inn on Ferry Street, Detroit, MI

 Dean Cronrath visit to Team Room with Dean Vogel

5:00 PM Team Meeting at Hotel

7:00 PM Team Only Dinner
 Catered to Inn on Ferry Street Carriage House Room by Union Street Restaurant

Sunday, March 16, 2008

8:00 AM Team Breakfast /Meeting at Inn on Ferry Street

9:30 AM Team pickup at Inn on Ferry Street by Dean Vogel

10:00 AM Tour of SOA by Dean Vogel and Assistant Dean Donzetta Jones

10:30 AM Orientation to the Team Room by Prof. Will Wittig, Prof. Wlodek Fuchs and Dean Vogel.

 Orientation to Curriculum by Prof. Joe Odoerfer (Undergraduate) and Associate Professor Julie Kim (Graduate)

12:00 Noon Lunch at the Team Room with Team and Wittig, Fuchs, Vogel, Odoerfer, Kim, Jones (Catered by Sodexo)

1:00 – 5:30 PM Team meeting to review APR and student work

5:30 PM Team returns to the Hotel

6:30 PM Team -- only Dinner, Hotel Van to and from Restaurant
 Atlas Global Bistro, Detroit

Monday, March 17, 2008

7:30 AM Breakfast with Dean Vogel Inn on Ferry Street

9:00 AM Meeting with President Gerard Stockhausen, SJ, President, University of Detroit Mercy (FAC 500)

9:30 AM Meeting with Pamela Zarkowski, JD, MPH, Provost and Academic Vice President (FAC 500). Walk back to School of Architecture

10:30 AM Return to Team Room.
 Meetings, if requested, with faculty in Design, Visual Communications, Technology, History and Theory or Professions

12:30 -1:45PM Lunch meeting with full time and adjunct faculty
(President's Dining Room in the Student Center)

2:00 PM Observation of Studios

4:00 PM Meeting with student body (LS113)

5:30 PM Reception with Faculty, Alumni, Practitioners, AIA Michigan and AIA Detroit
representatives

7:00 PM Team Dinner with Dean Vogel
Marios, Detroit

Tuesday, March 18, 2008

7:30 AM Team Breakfast with Dean Vogel

9:00 AM Meeting with the Assoc. Professor Dan Pitera, Director, Detroit Collaborative
Design Center and Assoc. Professor Will Wittig, Co-chair, Master of Community
Development Program (Design Center)

10:30 AM Tour of Bargman Room, McNichols Library and meeting with Dean of Libraries,
Margaret Auer, Architecture liaison Sandra Wilson, and faculty library liaison
Prof. John Mueller

11:45 AM Meeting with Dean of Career Education (Coop), Sheryl McGriff and Prof. Steve
LaGrassa, coop coordinator.
Simultaneous meeting with Assistant Dean Donzetta Jones and Office and
Support Staff

12:30 PM Lunch with Student Representatives
(President's Dining Room, Student Center)

2:00 PM Team Room, Report Writing

7:00 PM Dinner, Team Only
Atlas Global Bistro, Detroit

Wednesday, March 19, 2008

7:30 AM Team Breakfast/Meeting/Checkout

8:30 AM Pick up by Dean Vogel for Meeting with President

9:00 AM Exit Meeting with President Gerard Stockhausen, SJ, President (FAC 500)

10:00 AM Exit Meeting with Dean Vogel

11:00 AM School-wide Exit Meeting (Fountain Lounge)

12:30 PM Departure and/or Lunch at the University Dining Facility
Student Drive Team Members to Airport

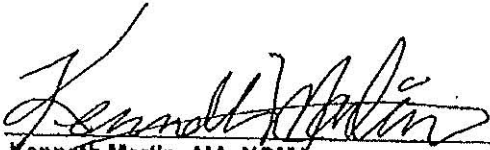
IV. Report Signatures

Respectfully submitted,



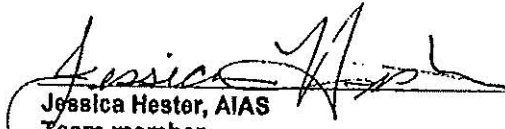
David Cronrath, AIA
Team Chair

Representing the ACSA



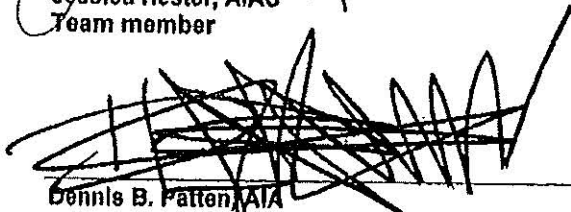
Kenneth Martin, AIA, NOMA
Team member

Representing the AIA



Jessica Hester, AIAS
Team member

Representing the AIAS



Dennis B. Patten, AIA
Team member

Representing the NCARB



Johanna Cameron
Observer

4.5 Catalog

School catalogues are no longer printed. The undergraduate and graduate catalogues may be viewed by visiting the University of Detroit Mercy web site at:
<http://www.udmercy.edu/catalog/>

4.6 Response to the Offsite Program Questionnaire

Polish Exchange Program:

Students have an option to spend a full semester at the Warsaw University of Technology in Warsaw, Poland, one of the leading universities in Poland. Administratively students are officially registered for all classes at UDM. Ten to twelve students and one faculty take part in the program each year. Students use the facilities and classrooms at the School of Architecture in Warsaw, live in the university dorms in Warsaw and take their classes in English from Polish professors. In the fall semester, ten to twelve Polish students with one Professor come to study at UDM under a similar arrangement. Studio, which is comparable to a "vertical studio" in Detroit, is the only course that is part of the required curriculum at UDM in the professional category.

Name of Institution: University of Detroit Mercy

Title of Degree: Master of Architecture

Name of Program Administrator: Will Wittig, Dean

Name of Person Completing this Form: same

Location of Study Abroad Program: Warsaw, Poland

Distance from Main Campus: 4,500 miles

Number of Courses from Curriculum leading to a NAAB-Accredited Degree Offered as this site: 1 architecture course + 3 general education objectives

List all courses: number, title, credits:

ARCH 2200 or 2300 - Vertical Design Studio	(5)	
ARCH 4800 - Urban Design Studio	(3)	(elective)
ARCH 3810 - Drawing/Watercolor	(3)	(Core Obj.5C)
ARCH 3820 - History of Polish Architecture	(1.5)	
+ ARCH 3320 - History of Town Planning	(1.5)	(Core Obj. 5A)
PLS 1100 - Polish Language and Culture	(3)	(CoreObj. 5D)

Is attendance at the study abroad program required for completion of the NAAB-accredited degree program? NO

Who has administrative responsibility for the program at the branch campus? The program is administered locally by the Warsaw University of Technology in collaboration with the UDM faculty participating in the program in a given year, the UDM SOA International Program Director, and the UDM SOA Dean. The exchange is governed by an agreement between the two schools, which is currently in its fourth ten-year term contract.

To whom does this individual report? The UDM SOA Int. Program Director and faculty report to the Dean.

Where are financial decisions made? No funds are exchanged between the Universities, but the program operates as a fair exchange with students from both institutions only paying tuition and fees at their home institution. Fees are collected from students by their home institution to cover the cost of travel for the faculty and other minor administrative costs.

Who has responsibility for hiring faculty? Warsaw University of Technology Faculty of Architecture.

Who has responsibility for rank, tenure, and promotion of faculty at the branch campus? n/a

Does the branch campus have its own curriculum committee? n/a

Does the branch campus have its own admissions committee? n/a

Does the branch campus have its own grievance committee? n/a

Does the branch campus have its own resources for faculty research and scholarship? n/a

Does the branch campus have its own AIAS or NOMAS chapter? n/a

Does the branch campus maintain its own membership in ACSA? n/a

Volterra Study Abroad Program:

Students have an option to spend a full summer semester of study in Volterra, Italy. Ten to twelve architecture students and one faculty take part in the program each year. Students register for classes at UDM and several of the classes are taught by UDM faculty. Several classes are taught by adjuncts in Volterra. The facility in this case is a self-contained educational facility designed specifically for the program that includes classrooms, studio space, dormitories, communal kitchen and living spaces, and faculty apartments. The facility is provided for the use of the SOA program by the Volterra Detroit Foundation, which is a non-profit organization that was formed by faculty and alumni of the School of Architecture in order to develop and manage the facility. The President of the Volterra Detroit Foundation is a tenured faculty member currently serving as the Director of International Programs. The "vertical" studio is the only course that is part of the required curriculum at UDM in the professional category.

Name of Institution: University of Detroit Mercy

Title of Degree: Master of Architecture

Name of Program Administrator: Will Wittig, Dean

Name of Person Completing this Form: same

Location of Study Abroad Program: Volterra, Italy

Distance from Main Campus: 4,300 miles

Number of Courses from Curriculum leading to a NAAB-Accredited Degree Offered as this site: 1 architecture course + 3 general education objectives

List all courses: number, title, credits:

ARCH 2200 or 2300 - Vertical Design Studio	(5)	
HIS 3170 - Italian Art History	(3)	(Obj. 5A)
ARCH 3270 - Architectural Analysis	(3)	(elective)
ITL 1150 - Italian Language	(3)	(Obj. 5D)
FA 3910 - Alabaster	(3)	(Obj. 5C)

Is attendance at the study abroad program required for completion of the NAAB-accredited degree program? NO

Who has administrative responsibility for the program at the branch campus? The program is administered by the SOA and is independent of any other institution. The Volterra Detroit Foundation provides the physical facility and is compensated for the use of the facility each semester. The SOA faculty member provides general administrative duties for the program while in Italy and works in collaboration with the UDM International Program Director and the Dean.

To whom does this individual report? The UDM SOA Int. Program Director and faculty report to the Dean.

Where are financial decisions made? SOA Dean

Who has responsibility for hiring faculty? SOA Dean, with recommendations for adjunct faculty in Italy in consultation with the Volterra Detroit Foundation.

Who has responsibility for rank, tenure, and promotion of faculty at the branch campus? n/a

Does the branch campus have its own curriculum committee? n/a

Does the branch campus have its own admissions committee? n/a

Does the branch campus have its own grievance committee? n/a

Does the branch campus have its own resources for faculty research and scholarship? n/a

Does the branch campus have its own AIAS or NOMAS chapter? n/a

Does the branch campus maintain its own membership in ACSA? n/a

Appendix : SOA Strategic Plan 2012 - 2017

Primary Objectives

I

Enhance all teaching and learning activities to ensure academic excellence and to reflect and reinforce the identity of the SOA.

II

Increase the quality, number, and diversity of new students and retention of students.

III

Heighten the external visibility and distinction of the SOA.

IV

Support student, faculty and program development through facility improvements and other resource enhancements.

V

Amplify the SOA's dynamic community engagement work.

Mission + Vision

There are several converging forces at work within the profession, architectural education, and the University that give clear direction to the Vision for the School of Architecture. Marketing studies conducted by the American Institute of Architects have shown that architects at the beginning of the new millennium would be working to revitalize our decaying urban cities. The firms would be multi-disciplinary with landscape architects, interior designers and urban designers included in the services offered by the firm; they would be diverse, with over 50% of licensed architects as women by the early decades of the century; and they would be focused on adaptive reuse and environmentally sustainable development.

The City of Detroit and southeastern Michigan are undergoing continued economic distress due to the downturn of the automobile industry and the devastation to the credit market. At the same time the downtown of Detroit is going through a respectable renaissance. There continues to be growing interest, including internationally, in challenging and solving the tough issues of a post-industrial city. The concept of service to the community, inherent in the underlying values of the Sisters of Mercy and the Society of Jesus, is an aspect of the mission that is being advocated on a university-wide scale.

In this climate and in this location, the School of Architecture has an opportunity to truly distinguish itself as an outstanding architectural education program that focuses on urban revitalization and community service. Therefore, the Vision of the School of Architecture is as follows:

The University of Detroit Mercy School of Architecture will be recognized as a premier private architectural program distinguished by graduates who are leaders in building sustainable communities.

To accomplish the Vision, the School of Architecture provides a professional architectural education through an accredited degree that is one of the basic requirements leading to licensure as an architect. In concert with the Mission and Vision of the University of Detroit Mercy, the School of Architecture has defined its Mission as follows:

The University of Detroit Mercy School of Architecture, as part of a Catholic university in the Jesuit and Mercy traditions, exists to provide an excellent, student-centered, accredited professional architectural education in an urban context. A UDMSOA education seeks to develop architects who integrate sensitive design, technical competence and ethical and profession standards; are socially responsible world citizens; and are of service to the community and the profession.

STRATEGIC PLAN VISION

The vision for the Strategic Plan is that by 2017:

The unique identity and positive reputation of the School will be recognized as being rooted in an outstanding educational experience; internally the centrality of community engagement in the curriculum will be solidified along with the co-op and study abroad experiences, and externally, the influence of the SOA in the local community will be more apparent; the SOA will be a more widely known and clearly recognizable educational choice with distinct experiences and outcomes for students; the portfolio of available external resources will have increased and all studio and lab spaces will have been upgraded; and the overall SOA enrollment will stabilize with a diverse and accomplished student body of between 250 and 275 students.

OBJECTIVE I - Academic Excellence

The vision for Objective I is that by 2017 the unique identity and positive reputation of the School will be recognized as being rooted in an outstanding educational experience.

To enhance all teaching and learning activities to ensure academic excellence and to reflect and reinforce the identity of the SOA, we will pursue the following goals:

- 1.1. Re-tool curriculum content and structure to ensure relevance to contemporary practice and pedagogy, and to reflect and reinforce the central identity of the School.*
- 1.2. Update course delivery and teaching methods to meet the needs of contemporary learners.*
- 1.3. Maintain and expand the role of a global perspective in the curriculum.*
- 1.4. Increase the role of interdisciplinary work with Architecture, Digital Media Studies, Community Development, Engineering and other UDM programs.*

OBJECTIVE II - Enrollment

The vision for Objective II is that by 2017 overall SOA enrollment will stabilize with a diverse and accomplished student body of between 250 and 275 students.

To increase the quality and number of new students and retention of students, we will pursue the following goals:

- 2.1. Increase the perception of quality and value for all SOA programs.*
- 2.2. Expand the range of program offerings to reach a broader range of learners.*
- 2.3. Expand educational and promotional activities that directly impact high school and community college students and potential graduate students with an emphasis on greater diversity.*
- 2.4. In partnership with UDM Admissions and Marketing Departments, promote a clear School of Architecture brand in coordination with a comprehensive regional recruiting plan.*
- 2.5. Improve the physical conditions in all studio and lab spaces.*
- 2.6. Track and improve student retention rates, especially from 1st to 3rd year.*

OBJECTIVE III - Visibility and Distinction

The vision for Objective III is that by 2017 the SOA will be a more widely known and clearly recognizable educational choice with distinct experiences and outcomes for potential students.

To heighten the external visibility and distinction of the SOA we will pursue the following goals:

- 3.1. Expand the role and external influence of the Detroit Collaborative Design Center.*
 - 3.2. Enhance the celebration and promotion of student, faculty and alumni accomplishments.*
 - 3.3. Enhance the reputation and visibility of the Coop program.*
 - 3.4. Foster greater off campus collaboration with area professionals and other stakeholders.*
-

OBJECTIVE IV - Resource Enhancement

The vision for Objective IV is that by 2017 the portfolio of available external resources will have increased and all studio and lab spaces will have been upgraded.

To support student, faculty, and program development, we will pursue the following goals:

- 4.1. Expand research based funding including leveraging the Detroit Collaborative Design Center as a center of community based and “hands-on” research.*
- 4.2. Expand funding sources to support facility enhancements with an emphasis on student spaces and technology.*
- 4.3. Expand revenue sources such as continuing education.*

OBJECTIVE V - Community Engagement

The vision for Objective V is that by 2017 internally the centrality of community engagement in the curriculum will be solidified, and externally, the influence of the SOA in the local community will be more apparent.

To amplify the SOA’s dynamic community engagement, we will pursue the following goals:

- 5.1. Enhance the explicit and measurable development of community engagement and leadership abilities for all SOA students.*
- 5.2. Expand the influence of the SOA in promoting community development on campus and in the local surrounding community.*

ACTION STEPS MATRIX

Objective I - Academic Excellence [12 Strategies]							
	Action	Responsibility	Resources	Priority	Completion	Indicators	Notes
1.1	<i>Re-tool curriculum content and structure to ensure relevance to contemporary practice and pedagogy and to reflect the identity of the SOA.</i>						
1.1.1	Faculty Curriculum Committee to systematically review recently discussed curriculum improvements and make proposals to Faculty Council for approval.	Pitera, A., Vogel, Odoerfer, Resnick	0	High	Ongoing with target of 2015 for most revisions.	Successful implementation of curriculum revisions.	Address updates to visual communications, sustainability, comprehensive design, alternative career paths, rebalancing distribution of ARCH courses, NAAB criteria, etc.
1.1.2	Update <i>Curriculum Overview</i> document to more explicitly state learning objective of studio and other courses, to reflect curriculum changes proposed under 1.1.1, and to reflect current NAAB student performance criteria.	Pitera, A., Vogel, Odoerfer, Resnick	0	High	Initial update completed May 2013. Assoc. Dean to review in conjunction with comp. curriculum review May 2014	Finalized revision of Curriculum Overview document.	Dean to refer explicitly to learning outcomes and studio sequence intent during faculty annual reviews and in relation to teaching assignments.
1.1.3	Utilize the Detroit Collaborative Design Center to assist in developing design/build opportunities for students.	DCdc Staff, Vertical Studio instructors	\$ 30,000	Medium	2015	Successful completion of some design/build projects.	Design/Build + Coop + Community Engagement + Study abroad = 4 part "hands-on" pedagogical approach.
1.2	<i>Update course delivery and teaching methods to meet the needs of contemporary learners.</i>						
1.2.1	Expand use of electronic and other methods to increase student interaction in "lecture" classes	All faculty, but lecture based courses especially, Dean to review	Utilize UDM Instructional Design Studio resources	Medium	Ongoing	Course evaluations / student performance review	Reduce use of Power Point / "Talking Head" approach to content delivery
1.2.2	Increase use of team based and interactive working methods in the classroom.	All instructors, Dean to review	0	High	Ongoing	Course evaluations / student performance review	Borrow from the studio based model to get students to problem solve in small teams in other classes
1.2.3	Expand the use of non classroom settings and external collaborations to enrich classroom offerings	All instructors, external partners, Dean to review	\$ 3,000	Medium	Ongoing	Increasing activities to be documented by faculty	Use field trips and partnerships with firms, etc. to get students out of the classroom
1.3	<i>Maintain and expand the role of a global perspective in the curriculum.</i>						
1.3.1	Complete Volterra building renovation to provide more affordable study abroad option for a greater number of students.	Volterra Detroit Foundation, external partners	\$ 750,000 still required for furnishings	Very High	COMPLETE	Successful re-launch of summer program in Volterra	Includes collaboration with partnering Universities

I.3.2	Expand the role of our partnership with U of Windsor	Dean, Int. Studies Director, Assoc. Dean, U of W	0	Medium	2014 in conjunction with agreement negotiation	0	Consider benefits to UDM students of more robust partnership
I.3.3	Name International Studies Director to oversee Poland, Volterra, VABE, and other global perspective initiatives	Dean	\$ 10,000 (for stipend and travel)	Medium	COMPLETE	0	All programs could be enriched by a dedicated Director
I.4	<i>Increase the role of interdisciplinary work including DMS, MCD, engineering and other UDM programs.</i>						
I.4.1	Develop specific projects and activities to connect DMS class work with undergraduate architecture work.	A. Pitera	0	Medium	Ongoing	Number of students participating	Vis. Com. / 3d Graphics and Graphic design are natural fit, plus cross listed classes for ARCH electives
I.4.2	Develop specific projects and activities to connect MCD class work with graduate architecture work and DCDC projects.	Blume / Stanard, Resnick, D. Pitera	0	High	First good example in 2013	Number of students participating	Selected thesis projects and seminar classes have overlaps with MCD collaboration, esp. Capstone teams.
I.4.3	Increase faculty led collaborations with other UDM Colleges and Departments.	All faculty, external collaborators	0	Medium	Ongoing	Number of projects and students participating	Include expanded role with CE&S Ideas course and Environmental Studies concept.

Objective II - Enrollment [24 action items]							
	Action	Responsibility	Resources	Priority	Completion	Indicators	Notes
2.1	<i>Increase the perception of quality and value for all SOA programs.</i>				0	(Increase total fall headcount 10% per year until it reaches 300.)	(Enrollment should be based on improved quality of the program, not JUST direct recruiting activities.)
2.1.1	Develop an expanded survey for incoming freshmen to assess perceptions about quality of UDM and the SOA.	Dean & Assoc. Dean	0	High	2012 to begin data collection, follow up steps required to react to data.	React to results of survey to address quality issues.	0
2.1.2	Develop a survey for DMS students to assess perceptions about quality of UDM and the DMS program.	A. Pitera	0	High	2012 for data collection, follow up steps required to react to data.	React to results of survey to address quality issues.	To some extent DMS has its own identity and reputation that is distinct from the architecture program.
2.1.3	Develop a survey for MCD students to assess perceptions about quality of UDM and the MCD program.	Blume / Stanard	0	High	2012 for data collection, follow up steps required to react to data.	React to results of survey to address quality issues.	To some extent MCD has its own identity and reputation that is distinct from the architecture program.
2.2	<i>Expand the range of program offerings to reach a broader range of learners.</i>						See also 4.3.1
2.2.1	Fully develop a 3+ year Masters of Architecture degree program (including a 2 year track for B.S.Arch. students)	3+ Program Committee, Dean, Resnick	Marketing Strategy Required	High	Soft Launch of 2 year for fall 2014, launch for 3+ year summer 2015	ALT approval	Consider disadvantages in comparison to current case-by-case model.
2.2.2	Develop full business plan for Master of Urban Design Degree	Resnick, D. Pitera	0	Medium	2014	0	0
2.2.3	Reinstate an unofficial "pre-architecture" option for students not directly admitted to architecture with specific benchmarks for possible future admission.	Dean, Assoc. Dean, Faculty Council	0	Medium	Approve, Currently being tested	Track success and retention rates of all affected students.	Not automatic admission. Also, tie to Arch. Minor proposal.
2.2.4	Develop a Minor in Architecture - Possibly including a new "Design Thinking" class as Intro #1	Odoerfer, Fuchs, Heidgerken	0	High	2014	MFA/ALT approval + track number of participants	Coordinate with shifts in UDM Core

2.2.5	Grant B.S. to all students to allow minors and full participation in honors program.	Dean, Odoerfer, Resnick	0	Medium	2014	0	0
2.2.6	Explore possibility of bridge programs / articulation agreements with San Francisco U., Fordham, and Ferris State.	Dean, external partners	0	Medium	2014	Establish at least one new articulation agreement. Number of Participants	0
2.2.7	Capitalize on University Policy regarding high school student enrollment by providing classes specifically designed for high school students.	Dean, Assoc. Dean, Curriculum Committee	\$ 6,000	Medium	2015	Number of participants and conversions to enrollment	Start with offering existing classes, 2013
2.3 Expand educational and promotional activities that directly impact high school and community college students and potential graduate students.							
2.3.1	Solidify Architecture Summer Camp as an annual offering with a focus on supporting increased diversity among prospective students.	Sunghera, Heidgerken, Rakich	\$ 5,000	Very High	COMPLETED 2013. Continue to improve	Build up to 24 participants per year + track conversions to enrollment	Launched in 2011, time out in 12. Plans underway for 2013.
2.3.2	Solidify architecture's participation in annual DAPCEP program.	Sunghera	\$ 2,500	Very High	Ongoing, may need to work independent of C.S.& E.	Maintain 14 participants per year + track conversions to enrollment	Launched in 2012. Collaborate with Eng. For recruitment
2.3.3	Continue to develop and expand Alumni sponsored Career Day.	Alumni Council	\$ 600	Very High	Ongoing	30 participants per year + track conversions to enrollment.	New format in 2012, 29 participants, 7 out of 16 eligible in 2012 enrolled
2.3.4	Develop an art and architecture study abroad program for area high school students to study in Volterra	Faculty in collaboration with Volterra Detroit Foundation	\$ 10,000	Medium	2015	Number of students participating.	0
2.3.5	Develop specific strategies for recruiting students from community colleges, especially Oakland, Henry Ford, Macomb, and Lansing	Dean, external partners	0	High	Ongoing	Increased numbers and quality of transfer students	Include illustrations of recommended curriculum plan for students from these four programs.
2.3.6	Develop a comprehensive strategy for promoting DMS program and recruiting potential students.	A. Pitera	0	High	Ongoing	Increased numbers and quality of new DMS student	0

2.3.7	Develop a comprehensive strategy for promoting MCD program and recruiting potential students.	Blume / Stanard	0	High	Ongoing	Increased numbers and quality of new MCD students	0
2.4 <i>In partnership with Admissions and Marketing Departments</i> promote a clear School of Architecture brand & regional recruiting plan.							
2.4.1	Support UDM / SOA Website with continual content updates.	Dean, Communications Committee	0	Very High	Ongoing	Increasing web traffic	(Also include Facebook and Dean's Twitter activity.)
2.4.2	Develop strategies to specifically capitalize on Jesuit Networks to play up uniqueness of the SOA.	Dean, Sunghera, external partners	0	Medium	2015	0	More specific strategies required in collaboration with Admissions and Marketing Dept.s
2.4.3	Develop a plan for regional promotion and recruitment to support and enhance marketing and admissions efforts in order to increase geographic diversity.	Dean, Pitera, D. Admissions	0	High	Ongoing	0	More specific strategies required in collaboration with Admission and Marketing Dept.s
2.5 <i>Improve the physical conditions in all studio and lab spaces.</i>							
2.5.1	Replace student workstations in all studios and provide other necessary studio improvements.	Dean, Grauer, external partners	\$ 350,000	High	COMPLETE 2013 (not including 4 studios not in use)	Completion of all new workstations.	Main renovations in summer 2013 with follow up in summer 2014.
2.5.2	Update woodshop equipment and create new digital/analogue model shop.	Dean, Grauer, external partners	\$ 125,000	Medium	2014	0	Consider in relation to expanded partnership with Engineering shops - See also 4.2.3
2.5.3	Update support equipment such as plotting, printing, scanning.	Dean, Grauer, external partners	\$ 30,000	Medium	2016 / Ongoing	0	0
2.6 <i>Track and improve student retention rates, especially from 1st to 3rd years.</i>							
2.6.1	Maintain in-house records tracking all new students, their success rates, and reasons for leaving SOA.	Assoc. Dean	0	0	2013 for data collection, follow up steps required to react to data.	Respond to shortcomings indicated by trends in retention data.	0

Objective III - Visibility and Distinction [8 action items]							
	Action	Responsibility	Resources	Priority	Completion	Indicators	Notes
3.1	<i>Expand the role and external influence of the Detroit Collaborative Design Center.</i>						
3.1.1	Expand the services of the Design Center to be more comprehensive, possibly including a permanent satellite location, and possibly in collaboration with other UDM outreach programs.	Dean, DCdc, external partners, UDM Deans & AVP	\$ 250,000	Medium	2016	0	Surdna Grant already in place to study further the idea in Livorno's area. Also consider in relation to the ongoing Detroit Works process.
3.2	<i>Enhance the celebration and promotion of student, faculty and alumni accomplishments.</i>						
3.2.1	Develop new avenues to celebrate student, faculty and alumni work in more public venues and publications.	Fuchs + others	0	High	0	0	More specific strategies required. Collaborate with AIA Detroit.
3.3	<i>Enhance the reputation and visibility of the Coop program.</i>						
3.3.1	Appoint a more experienced Director with both teaching and practice experience.	Dean	0	High	COMPLETED	0	Completed July 2012
3.3.2	Host an annual recruiting fair in the SOA specifically for architecture firms.	Moore, Dean, external partners	\$ 1,500	High	COMPLETED / Ongoing	20 firms participating annually	Launched in Spring 2012
3.3.3	Develop an ongoing system for the Coop Director and Dean to remain in contact with firms and to facilitate student networking.	Moore, Dean, external partners	0	Medium	Ongoing	Evidence of good levels of engagement with participating firms.	0
3.3.4	Maintain ongoing tracking system of both Coop and Graduation placement rates to demonstrate professional outcomes.	Moore, Dean	0	Medium	2013 for data collection, follow up steps required to react to data.	Increasing placement rates for both Coop and Grad.s	0
3.4	<i>Foster greater off campus collaboration with area professionals and other stakeholders.</i>						
3.4.1	Every class to include some form of engagement with professionals and/or external partners beyond just participation in final reviews.	All faculty, external partners	0	High	Ongoing	Faculty to report increasing activities.	This also relates to 1.2.3. Not just limited to architects.
3.4.2	Initiate unpaid "Architect-In-Residence" program for professional influence.	Dean	0	Low	2015	0	For transitional professional to bring prof. experience to the school culture.

Objective IV - Resource Enhancement [6 action items]							
	Action	Responsibility	Resources	Priority	Completion	Indicators	Notes
4.1	<i>Expand research based funding including leveraging the DCdc as a center of community based and "hands-on" research.</i>						
4.1.1	Emphasize "research" angle in new sources of funding for DCdc led activities including Arch. and MCD research assistants.	DCdc, Grauer, external partners	0	Medium	Ongoing	\$ 200 K annually	0
4.1.2	Increase number of small funded research projects by faculty.	All faculty, external partners	0	High	Ongoing	\$ 20 K annually	0
4.2	<i>Expand funding sources to support facility enhancements with an emphasis on student spaces and technology.</i>						
4.2.1	Increase percentage of alumni who are regular annual givers.	Dean, Grauer, alumni	0	High	Ongoing	Significantly increased % of participation.	0
4.2.2	Increase number of firms supporting the SOA for facility enhancement.	Dean, Grauer, external partners	0	Medium	Ongoing, some success with 2013 campaign	Add 3 new named studios	0
4.2.3	In collaboration with CE&S develop relationships with construction firms and trade organizations to support funding of shop facilities.	Dean, Grauer, CE&S, external partners	0	Medium	2015	0	See also 2.5.2
4.3	<i>Expand revenue sources such as continuing education.</i>						
4.3.1	Provide an organized annual continuing education series for area professionals.	Pitera, D., Vogel, Collandrea, & CE&S, in collab. With AIA MI	0	High	2014	0	Tap into new Michigan Continuing Education requirements.

Objective V - Community Engagement [7 action items]							
	Action	Responsibility	Resources	Priority	Completion	Indicators	Notes
5.1	Enhance the explicit and measurable development of community engagement and leadership abilities for all SOA students.						
5.1.1	Develop "public interest" curriculum map to ensure students get an intentional community engagement experience in the classroom.	Faculty Committee, Stanard	0	Medium	2014	Track student participation in elements in the "public interest" curriculum map.	Includes extra-curricular activities and tie to Objective III
5.1.2	Develop a series of ongoing extra curricular and service learning opportunities for students to foster leadership development.	Bernasconi, DCdc	0	Medium	Ongoing	Number of students participating	0
5.1.3	Expand student participation in the work of the DCdc through a sponsored studio, increased Coop placements, possible Design-Build projects, etc.	DCdc, external partners	0	High	Ongoing	First benchmark of 10% of students involved in a significant way each year.	0
5.1.4	Capitalize on synergy with the MCD program to enhance the community engagement experiences of architecture students.	Blume / Stanard, Resnick, external partners	0	Medium	Ongoing	Number of students participating	See also 1.4.2
5.2	Expand the influence of the SOA in promoting community development on campus and in the local surrounding community.						
5.2.1	Maintain an SOA and DCDC presence on the "Livernois Working Group Committee"	Dean, Stanard, D. Pitera, external partners	0	Medium	Ongoing	0	0
5.2.2	Maintain SOA presence on the UDM Facilities Committee	Dean	0	Medium	Ongoing	0	Dean named to committee, Sept. 2012
5.2.3	Use class assignments to promote ongoing direct community engagement in the immediate area.	All faculty, external partners	\$ 2,000	Medium	Ongoing	Improved Livernois/McNichols area.	0

Strategic Plan Summary

According to Architectural Record, “a survey recently conducted by McGraw-Hill Construction came to the counterintuitive conclusion that some U.S. firms expect a shortage of qualified designers to meet their workloads by 2014. The survey of 1,007 U.S. designers found that nearly one-quarter of respondents anticipated a shortage of architects resulting from a combination of designers exiting the profession, baby boomers retiring, a lack of skills among architects looking for work, and less talent in the pipeline as job prospects discourage students from entering the field. Firms both large (more than 50 employees) and small (less than 10) anticipated some kind of shortage of designers, but nearly half of respondents from larger firms expect it to be severe.”

Presuming that this trend holds true, although the population trends for students graduating high school is expected to remain flat at an historically low level for a few more years, we can expect that the School of Architecture can look forward to improving new student enrollment in the coming years, which will eventually lead to an overall increase in student population. The School is well positioned to successfully complete this strategic plan and to emerge as an even stronger model of 21st Century architectural education that prepares our graduates to lead and serve in their communities with the unique education provided at the UDM SOA.

Although broad in scope when measured by the number of action items, the strategic plan outlined here builds on many ongoing initiatives and is attainable during the proposed time period. Challenges exist in relation to the overall financial health of the University, the retention of faculty and recruitment of new faculty, and the development of new funding sources necessary to provide roughly one million dollars worth of new resources to fully enact this plan.

Appendix: Process Summary

The Strategic Plan: 2012-2017 for the University of Detroit Mercy School of Architecture was developed from several primary sources:

- The 2005-2010 Strategic Plan.
- The NAAB visiting team report dated July 20, 2008.
- A two-day retreat with Faculty Council in August of 2011.
- A review of strengths, weaknesses, opportunities and threats with the Faculty Council and the Dean’s Student Advisory Group in the Winter of 2011.
- A review of strengths, weaknesses, opportunities and threats with the Alumni Council and the Dean’s Advisory Board in the Spring of 2011.
- A series of "mock team rooms" conducted as part of the assessment program of the school at the end of each academic semester with Alumni, Faculty and Adjunct Faculty.
- A review of preliminary goals with the Dean’s Advisory Board in the fall of 2011.
- Coordination with the UDM Strategic Plan in the winter and spring of 2012.
- Additional discussion with Faculty Council in the winter of 2012.
- Continued discussion with the Dean’s Advisory Board in the spring of 2012.
- A review of action steps with the Faculty Council in August of 2012.
- Final draft presentation to the Dean’s Advisory Board, Faculty Council, Alumni Council, and the Vice President for Academic Affairs / Provost in October of 2012.

Appendix: Strengths & Weaknesses

SOA Strategic Planning SWOT Analysis

Spring 2011

Black Text: Faculty, Red Text: Students, Purple Text: Alumni Council, Blue Text: Advisory Board

Strengths - Identity, Marketing & Outreach

Number of external relationships pursued by faculty members
Mission of SOA aligns with mission of UDM - urban service, etc.
Unique identity - Jesuit
Community / Public Service involvement in studio
University reputation is good
Outreach projects bring good recognition

Strengths - Students

Strong students - are more engaged
Mostly our students are well respected on campus
DMS and MCD bring in diverse students
Very strong student organizations, esp. AIAS
Good informal pr from our students (esp. mcd)
Strong, intimate, supportive relationships with other students
AIAS & NOMAS
Student mentoring program

Strengths - Facilities

Good dynamic public spaces in the building
24/7 access & private studios
Many positive aspects of building

Weaknesses - Identity, Marketing & Outreach

Lack of external relationships with firms such as sponsored studios
Lack of clear branding identity for all programs (+ coordinate all media)
Poor state of the website and inability of faculty to contribute content to same
Lack of active connections with area employers / marketing of COOP
No mcd or dms marketing
Weak mcd and dms presence on web site
SOA & UDM websites
University of detroit "MERCY" – confusing name

Weaknesses - Students

Also maybe a higher percentage of weak students recently
Grade inflation leads to lower expectations
Lack of diversity in the student body (including geographic diversity)
Demographics too dependent on high school recruiting specific to architecture
Diversity is not as strong as it should be
Attrition - keep more students in the SOA (open first semester curriculum?)

Weaknesses - Facilities

Lack of digital fabrications
Poor condition of wood shop
Poor condition of digital studio equipment
Poor condition of studio furniture
Lack of physical / technology resources for DMS and MCD to thrive
Second floor
Drab studios
Limited display space
Bad furniture
Shared studios on 2nd floor
Plotting (? Can library printing fund carry over if not used?)
Wood shop
2nd floor electrical distribution
Key card entry preferred for studios
Security cameras
No laser cutter

Strengths - Curriculum & Faculty

Collegial faculty makes curriculum and other changes easier

Less calculus and physics requirements than competition

Strong core curriculum ?

Small class size

Interaction with faculty and administration

Diverse Faculty talents

Arch faculty participation in the DMS program

New more diverse academic programs

MCD Faculty outside the SOA

Strong intimate relationships with faculty and staff

Nurturing environment

Strong Design skills

MCD and DMS options

5 year program (not 6)

Start in architecture right away

VABE option for Canadians

Vertical studio variety

Mandatory Coop

Diverse faculty with various skills, all highly committed

DCDC

Intimate relationship with faculty

Continuing relationship with faculty for alumni

Faculty achievement and reputation

International Programs

International faculty are very engaged & committed

Graduates have fairly well rounded skills - don't lose that

Strengths - Misc.

Lecture Series

DCDC

Uniqueness of Coop Program

International Programs

Dean is very supportive of the faculty

Lots of architecture firms in Detroit area for student opportunities

Detroit allows students to see effects of urban issues

Good alumni achievements

Opportunities - Identity, Marketing & Outreach

Build on "public interest" emphasis in the curriculum

Leverage reputation for a summer studio on urbanism for visiting students

Potential bridge program with Macomb C.C.

Potential bridge program with U of San Fran.

UDM "Detroit Day" of widespread activism for greater visibility

Lower level studios

Weaknesses - Curriculum & Faculty

Antiquated curriculum

Issues with integrative / comprehensive design in one term

Technology curriculum

Studio objectives too flexible, makes it hard to respond to desire for change

Lack of faculty participation in Coop

Some weak core curriculum classes reported ?

Students global awareness (urbanism) could be improved

Perhaps too many adjuncts teaching architecture lecture classes

Lack of integration of DMS and MCD with architecture

Lack of SOA leadership for MCD program

Lack of actual service learning classes - community engagement is assumed

SOA management and outreach aspect of COOP

Bouncing around to different advisors is not good

Some advisors don't take advising seriously "what do you want to take next term

2nd year is too loaded with architecture classes (4th year students drift)

Inconsistent foundation studio development - not all students prepared well

Not really living up to our "urban" and "Detroit" expertise reputation

Too many contact hours for studio

Limited interaction with other programs at UDM

Many problems with administration of Coop

Not enough interaction with the profession in Coop class

Paying for Coop fee but getting very little support / value

Curriculum flexibility, especially for non-traditional students

Graduates are not really ready to be productive in the profession

Graduates can't draw well - hand sketches and computer skills

Vertical studio is perceived to be easy - students coast

Students need more business and marketing training

Weaknesses - Misc.

Process of transferring is too difficult

No fellowship for mcd

Not really an urban location

Laptop program should be folded into financial aid (is it?)

Make student identified weaknesses a top priority

Threats - Identity, Marketing & Outreach

Limited awareness of UDM and limited awareness of strengths of program

Perception that academically not as strong/attractive as other Jesuit Universities

Sharply declining enrollment

Symbolic separation from the neighborhood

Jesuit High School networking
 Reshape the message about Detroit
 OR - capitalize on the negative image for MCD recruiting
 Dichotomy as a marketing tool
 Use lecture Series for marketing on YouTube
 Broaden student base with 3 year masters program
 Develop Planning & Urban Design Program
 More dynamic exchange with U. of Windsor (both ways)
 Leverage strength of AIAS for recruiting (career day, letter to high schools)
 Market MCD to Jesuit Universities
 Foster other connections with Italy such as an exchange program
 Volterra Building
 Explore Chinese recruiting connections
 Explore Bogota exchange connections
 Build on summer design / career discovery camp (maybe in Volterra !)
 Continue alternative coop options even when economy picks up
 MCD Fellowship
 Revisit east coast recruiting
 Enlist alumni for "career day" events regionally
 Vogel Jesuit High school tour
 Offer continuing education programs for professionals (required CE now)
 Better facebook page
 More community outreach (Freedom by Design Chapter in the works)
 Student work on website
 Link website to library thesis books
 Volterra building
 Sell idea that you can do other things with a design degree
 Track what % of graduates did study abroad - good marketing stat.
 Re-focus the schools core identity for P.R.
 More direct engagement with our own neighborhood
 More students projects on campus but outside SOA
 Downtown presence
 Do alternative Detroit charettes
 Be known nationally as a location of thought leadership - advanced curriculum

Opportunities - University

promote AE programming
 More SOA involvement on campus (facilities planning for example.)

Threats - University

University is only focused on a local identity and local recruiting
 Lack of marketing for specific programs at the University (only overall approach)
 Tuition is too high - sticker price scares many away
 Lack of funding from University for all programs
 Poor quality of dorms (esp. for out of state recruiting)
 No fine arts program at UDM
 Tuition is too high
 Non selective admissions
 Enrollment levels
 University is not as visionary as SOA

Too much University red tape
Tuition is too high
Aging campus facilities - especially dorms

Opportunities - Detroit & Michigan & Competition

Detroit culture makes it easier to be experimental

Threats - Detroit & Michigan & Competition

Michigan Economy

Perception of Michigan and Detroit nationally

High School brain drain+ declining pool of prospective S.E. Michigan students

Contraction of the profession

Lawrence Tech. - unprofessional recruiting tactics have been reported

Competition from 3 other architecture schools in Michigan

The economy

Opportunities - Curriculum & Faculty

Integrate architecture and DMS in studio

Integrate all freshmen in drawing class

Continue to diversify academic programs

3+ masters program

Urban Design

A bit more competition in studio (both entering competitions and SOA wide)

SOA design charette

More interdisciplinary collaboration

Build on relationship with Oxford Brookes

More seminars in foundation studios during studio time to build up skills

More interaction with other schools of architecture

Provide ARE prep. Class - for Master's Students (maybe 1 credit) and for CEC

Continuing education series

Explore additional academic areas for continued academic diversity

More on-line courses

More emphasis on sustainability

Make it easier for students to feed into the program at different levels

More dual degree track options

More options for summer studios

Volterra program (mandatory study abroad)

Poll 4th year students on electives they want in Masters year

4th year studio - INTEGRATION of hand and digital - don't leave to chance

Do more to prepare students for multiple career paths

Provide more opportunities for minors and joint degrees

Provide more mentoring etc. related to COOP such as shadowing for a day

Emphasize collaborative integrated team working models in the curriculum

BIM (Revit) training later in curriculum connect to construction knowledge

Deal more with broader range of skills - spec.s etc. not just design

Coop prep to include self evaluation of path - "how can I contribute"

Threats - Curriculum & Faculty

Rigidity of NAAB performance requirements

Lack of IDP credits for Coop (this is changing soon)